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ABSTRACT

Basic guidelines are offered for the teacher or coordinator who is working with second year Industrial Cooperative Training students (generally students at the twelfth grade level). The contents are organized into 12 units, with each unit including two to five lesson plans, transparencies (coded "T"), handouts (coded "H"), and a bibliography section which suggests teaching sources. Each lesson contains a stated subject, objectives, and lists of teaching aids, materials, and in most cases, references. Unit headings are (1) Advanced Employer-Employee Relations, (2) Small Business Operation, (3) Job Safety, (4) Advanced Communications Skills, (5) Understanding Insurance, (6) Consumer Decision Making, (7) Current Problems in Industry, (8) How to Select and Evaluate a Company for Permanent Employment, (9) Post High School Education and Training, (10) Value Clarification, (11) Social Awareness, and (12) How to Invest. (HD)

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INDUSTRIAL COOPERATIVE TRAINING II

CURRICULUM GUIDE

GENERAL RELATED STUDY UNITS

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
and
Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

June, 1976

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FOREWORD

Through the years the ICT program has proven itself to be one of the most successful forms of vocational training. The three-way combination of supervised on-the-job training, technically related study and the ICT generally related units have produced a worker who is not only trained in the manner that the individual employer desires, but also possesses a well rounded background in human relations and a general knowledge of business operation.

The manual which contains lesson plans for the ICT II General Related Study Units should do much to assist the ICT coordinator in developing an even stronger program. Each coordinator is encouraged to supplement the suggestions offered in this publication with additional information and varied teaching methods.

The State Department of Education, Trade and Industrial Education Service, is grateful to each person who had a part in developing this publication and is anxious that it be used to further strengthen the Industrial Cooperative Training program.

William P. Vaughan, Supervisor
Trade and Industrial Education
and
Mack Canterbury,
Assistant State Supervisor
Trade and Industrial Education

INTRODUCTION

This Curriculum Guide for Industrial Cooperative Training II was developed at Virginia Polytechnic Institute and State University as a culmination of several summer workshops. Throughout the development, attention was centered on improvement of work done previously by coordinators in Virginia.

A great deal of emphasis was placed on making each lesson relevant through the use of cases, games, real-life examples and transparencies. Through the use of such media it is anticipated that the content can be made quite appealing to young people in ICT programs.

The sample lessons in this guide are suggestive only. The guide is not intended for use as a formal course of study to be followed rigidly, but it does offer basic guidelines for the coordinator who is working with second year Industrial Cooperative Training students.

Supplementary materials are coded as "T" (Transparency) or "H" (Handout). The identification codes used are as follows.

Transparency (2) 24T3 which means: ICT Book (2), Unit 2, Lesson 4, Transparency No. 3

Handout (2) 35H1 which means: ICT Book (2), Unit 3, Lesson 5, Handout No. 1

Each unit is organized as follows: Lesson Plan, Transparencies, Handouts, Bibliography. Although the sequence of use is given in the lesson plan, please feel free to utilize these materials in the order which best suits your needs.

The bibliography section suggests teaching sources. Some of these materials are published for free distribution and hence are available only while the supply lasts. It is advisable to write for free catalogs from the listed sources in order to determine the current titles available. It is a good idea to ask for a complimentary or examination copy of materials. In the annual edition of Free and Inexpensive Teaching Materials (George Peabody College) you may find many resources not considered here. Your library is also an excellent source of information about teaching materials.

This book is intended as a guide for Industrial Cooperative Training II which is generally taught at the twelfth grade level. An Industrial Cooperative Training I guide is also available in a similar form to be used at the eleventh grade level. Both guides may be purchased from: Public Information and Publications, State Department of Education, Richmond, Virginia 23216.

After using this guide we would appreciate your suggestions on how to improve further publications. Please send your contributions to either of the following individuals.

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GENERAL INFORMATION FOR PARTICIPATION IN INDUSTRIAL COOPERATIVE TRAINING II

Credits:	2 or 3 units
Maximum Class Time:	165 hours
Minimum On-The-Job Experience	540 hours
Maximum Students Per Class:	20 students

Prerequisites:

1. Achievements of Industrial Cooperative Training Level I objectives.
2. At least 16 years of age.
3. Completion of 11th grade.

BEHAVIORAL OBJECTIVES FOR
INDUSTRIAL COOPERATIVE TRAINING II

UNIT I. ADVANCED EMPLOYER-EMPLOYEE RELATIONS

Lesson 1 Promotion, Pay Increase, and Termination of Employment
- a. The student will be able to describe ways of obtaining promotions and pay increases.
- b. The student will be able to discuss ways of terminating employment.

Lesson 2 Employer and Employee Legal Obligations
- a. The student will be able to explain the employer's legal obligations to an employee.
- b. The student will be able to describe the employee's legal obligations to an employer.
- c. Students will be able to discuss advantages and disadvantages of employment contracts.

UNIT II. SMALL BUSINESS OPERATION

Lesson 1 Proprietorship, Partnership, Corporation, and Franchise.
- a. The student will be able to discuss the basic advantages and disadvantages of the proprietorship, partnership, corporation, and franchise.

Lesson 2 Small Business Operation
- a. The student will be able to identify and discuss the main points in organizing and operating a small business.

UNIT III. JOB SAFETY

Lesson 1 How To Give Initial Treatment For Injuries On The Job.
- a. The student will be able to give initial treatment for fainting, burns, wounds, electrical shock, and gas poisoning.

Lesson 2 Safety Rules For Electrical Power Tools
- a. The student will be able to use and store electrical power tools safely.

Lesson 3 Classification of Fire Extinguishers
- a. The student will be able to classify fire extinguishers.

- b. The student will be able to select the best extinguisher for a given situation.

UNIT IV. ADVANCED COMMUNICATIONS SKILLS

Lesson 1 Conducting Informal Meetings
- a. The student will be able to lead an informal meeting, maintain interest of his subordinates and achieve an assigned objective in this area.

Lesson 2 Public Speaking
- a. The student will develop confidence so that he may express himself and relay information to a large group of people.

UNIT V. UNDERSTANDING INSURANCE

Lesson 1 Why Insurance?
- a. The student will be able to describe the concept of different types of insurance and define principal terms.

Lesson 2 Automobile Insurance
- a. The student will be able to describe the various coverages of automobile insurance and be able to correctly complete a Virginia Accident Report.

Lesson 3 Life Insurance
- a. The student will be able to define principal terms and differentiate among the four types of life insurance.

Lesson 4 Hospitalization Insurance
- a. The student will be able to discuss the various hospitalization coverages.

UNIT VI. CONSUMER DECISION MAKING

Lesson 1 The importance of credit
- a. The student will be able to write a short essay on the purpose, use, and cost of credit.

Lesson 2 Financing Your Buying
- a. The student will be able to discuss three types of financing available, and the advantages and disadvantages of each.

Lesson 3 Sound Buying Habits
- a. The student will be able to complete a case study using sound buying habits, based on materials covered in this and the previous two lessons.

UNIT VII. CURRENT PROBLEMS IN INDUSTRY

Lesson 1 Absenteeism and Theft
- a. The student will be able to identify the causes and effects of absenteeism and theft in industry today.

Lesson 2 Environmental Problems in Industry
- a. The student will be able to describe causes and effects of environmental problems in industry and what can be done to prevent such problems.

UNIT VIII. HOW TO SELECT AND EVALUATE A COMPANY FOR PERMANENT EMPLOYMENT

Lesson 1 How to Select and Evaluate a Company for Permanent Employment
- a. The student will become familiar with criteria used in evaluating a company for permanent employment.

UNIT IX. POST HIGH SCHOOL EDUCATION AND TRAINING

Lesson 1 Post High School Education and Training
- a. The student will be able to list and discuss each of the available post high school education and training programs.

UNIT X. VALUES (Optional)

Lesson 1 Work Values
- a. The student will be able to list or describe ten values that are considered good work habits.

UNIT XI. SOCIAL AWARENESS (Optional)

Lesson 1 Basic Social Competencies in Everyday Life
- a. The student will be able to list and describe the correct procedures to follow in everyday living.

UNIT XII. CREATIVE THINKING IN INDUSTRY (Optional)

Lesson 1 Successful Inventing
- a. The student will be able to create a significant change in a device or a condition.

UNIT XII. CREATIVE THINKING IN INDUSTRY (Continued)

Lesson 2 Questions for Inventing
- a. The student will be able to list and discuss three basic questions asked by inventors when inventing.

Lesson 3 Aids in Inventing
- a. The student will be able to discuss and use the aids in inventing.

Lesson 4 Forces That Affect Inventions.
- a. The student will be able to define or discuss the physical forces and conditions imposed on development of inventions.

Lesson 5 Patents
- a. The student will be able to discuss and describe protection of inventions.

ICT - 2

UNIT 1

ADVANCED EMPLOYER-EMPLOYEE RELATIONS

Lesson 1. Promotion, Pay Increase, and Termination of Employment

Lesson 2. Employer's and Employee's Legal Obligations

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 1
Lesson 1

SUBJECT: Promotion, Salary Increases, and Termination of Employment

OBJECTIVES: The student will be able to describe ways of obtaining promotions and salary increases.
The student will be able to discuss ways of terminating employment.

TEACHING AIDS: Overhead projector, filmstrip projector.

MATERIALS: Staying With It and Getting Ahead ; Changing Times Education Service, 1729 H Street N.W. Washington, D.C. 20006.
Transparencies (2) 11H1, Handout (2) 11H2.

REFERENCES: How You Can Get a Better Job; American Technical Society, 848 E. 58th Street, Chicago, Illinois 60637.
What Employers Want; Science Research Associates, 57 W. Grand Ave., Chicago, Illinois 60611.
Succeeding in the World of Work; Grady Kimbrell & Ben S. Vinyard, McKnight and McKnight Publishing Co., Bloomington, Illinois 61701.

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1. PREPARATION (of the learner)

   A. Show filmstrip: Staying With It and Getting Ahead.
   B. Pre-test: Refer to (2) 11H1.
   C. Cite real life case situations applicable to lesson objectives.

---

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember or say)
A. Factors and Conditions to consider in promotions and salary increases.	A. This section explains positive conditions desirable for future benefits.
1. Human Relations	1. Discuss/class participation on the kind of human relations which will promote these benefits.
2. Tangible Factors	2. Discuss and define the following: Quality of work, Quantity of work, Seniority, Knowledge of job, Training. Use (2) 11T1,2, 3,4,5, and 6.
3. Intangible Factors	3. Discuss/describe the following: Ability to think, Adaptability, Initiative, Good listening habits, Cooperativeness, Attendance and Punctuality.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember or say)
B. Types of Promotions	B. Discuss and describe the different possible promotions.
1. Departmental	1. This is your first step of advancement.
2. Job with more responsibility within the company.	2. Discuss the necessary attitudes and qualities for promotion to this position, i.e. work, politics, etc.
3. Job with more responsibility with another company.	3. Discuss the difference in the new environment, systems of achievement, personalities of the personnel, different politics.
C. Methods of Terminating Employment	C. Define the different methods of job termination.
1. Permanent Termination	1. Discuss and demonstrate the different methods of terminating a job; advance notice (oral, letter), released (fired), mutual agreement.
	2. Use handout in demonstration of letter (2) 11H2. Ask: Are you legally or morally obligated to give notice?

3. APPLICATION

A. Have students role play situations which will enhance salary increases and promotions.
B. Have students role play situations which will effect their future employability if they do not adhere to proper termination procedures.

4. TEST

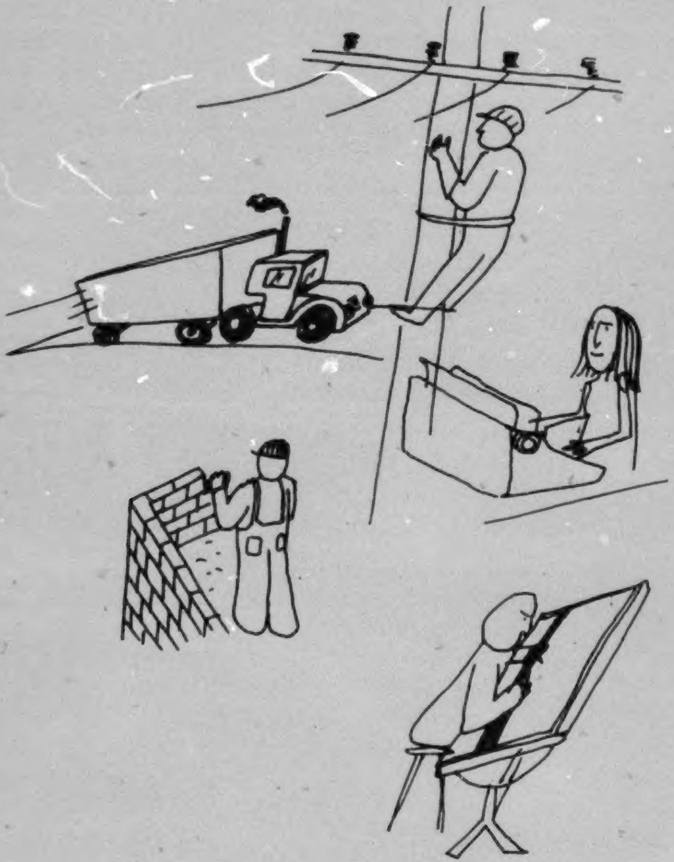
A. Write a short essay on factors which have an effect on promotion and salary increases.
B. Write a short concise letter of job termination.

SUGGESTED ACTIVITIES:

Have speakers give short seminar on ways of obtaining promotions and salary increases. Invite employers, labor leader, or former ICT student.

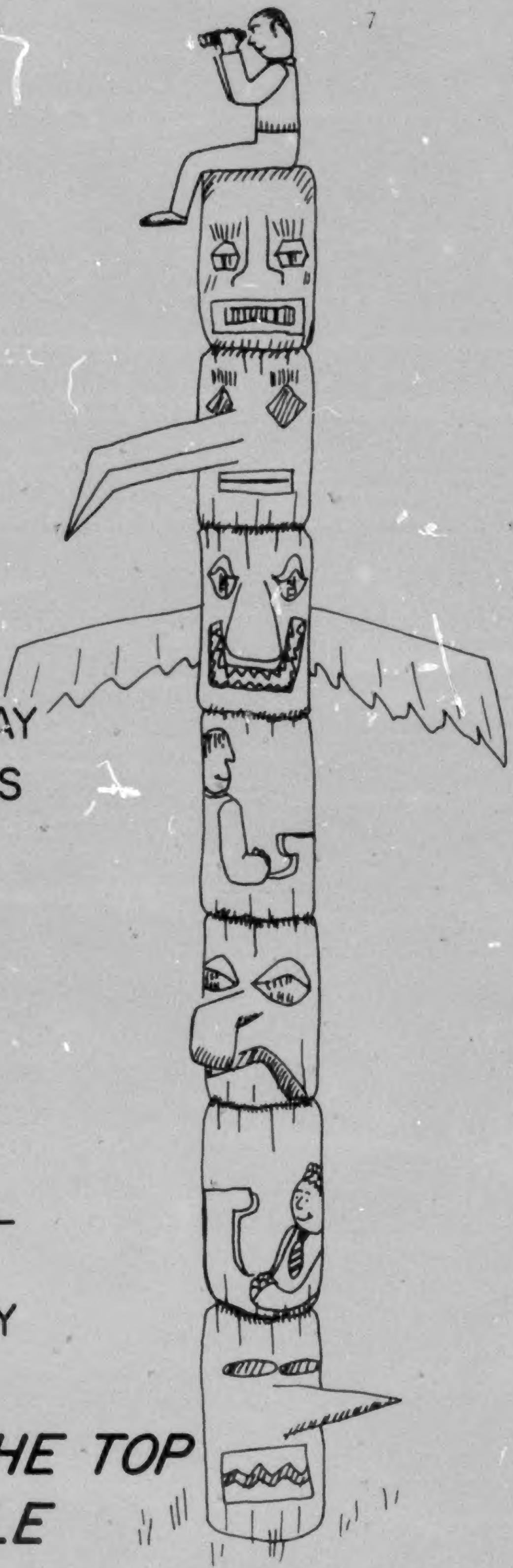
NEXT LESSON: Employer and Employee Legal Obligations

DO QUALITY WORK



EVERYONE SHOULD DO
HIS BEST!

Transparency (2) 11T1



HIGH CALIBER

ALWAYS LOOKING FOR WAYS TO IMPROVE

EAGER & WILLING

MANAGEMENT MINDED

STAND PATTER

INTENDS TO STAY THAT WAY

CHANGES ARE FOR OTHERS TO MAKE

HAS SET IDEAS

SELF-SATISFIED

JUST DOES THE JOB

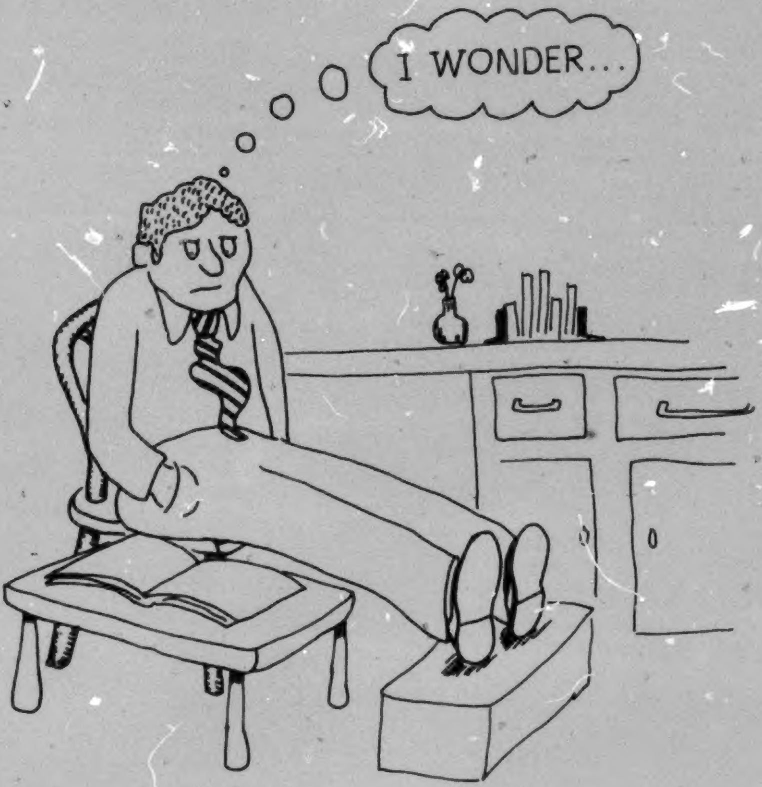
LET'S SUPERIORS DO ALL THE THINKING

GOING NOWHERE & HAPPY

HORIZONS EXPAND AT THE TOP OF THE TOTEM POLE

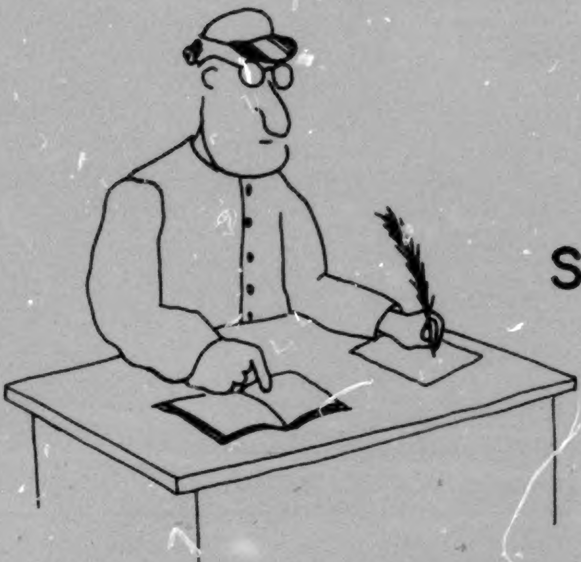
Transparency (2) 11T2

DID I DO ENOUGH?

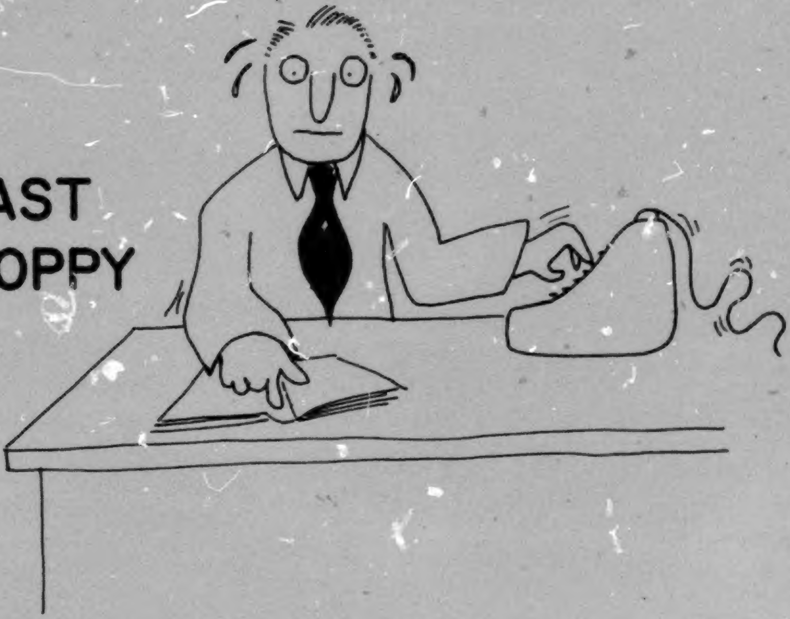


WAS IT GOOD ENOUGH?

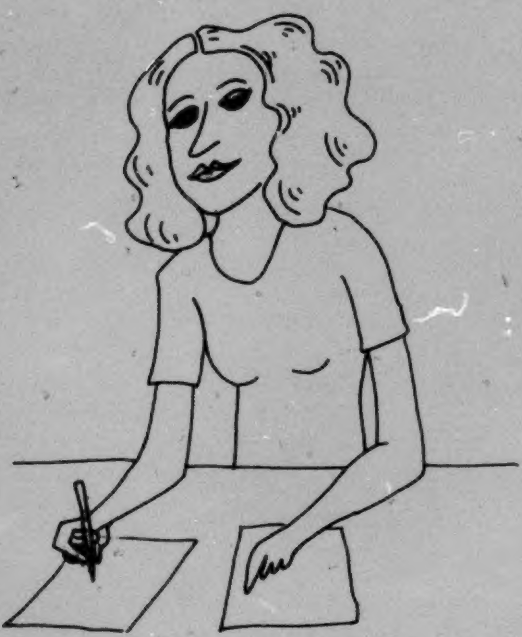
Transparency (2) 11T3



SAM IS POKEY
BUT ACCURATE

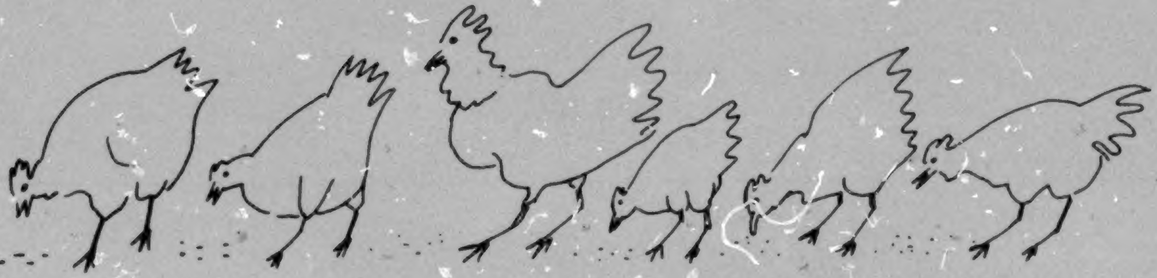


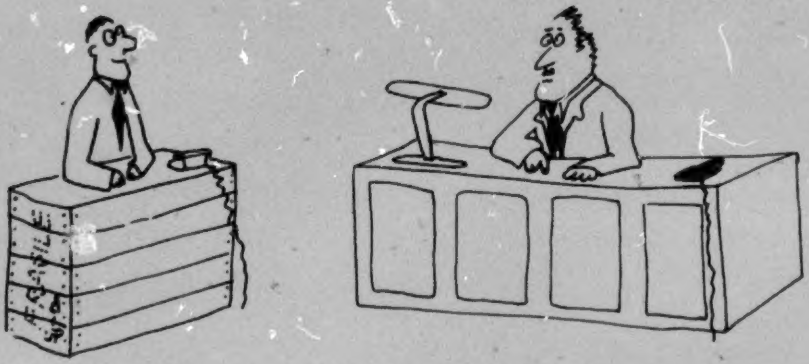
JOE IS FAST
BUT SLOPPY



BUT JANE HAS TO CORRECT JOE'S WORK AND FINISH THE REST OF SAM'S WORK.

SENIORITY

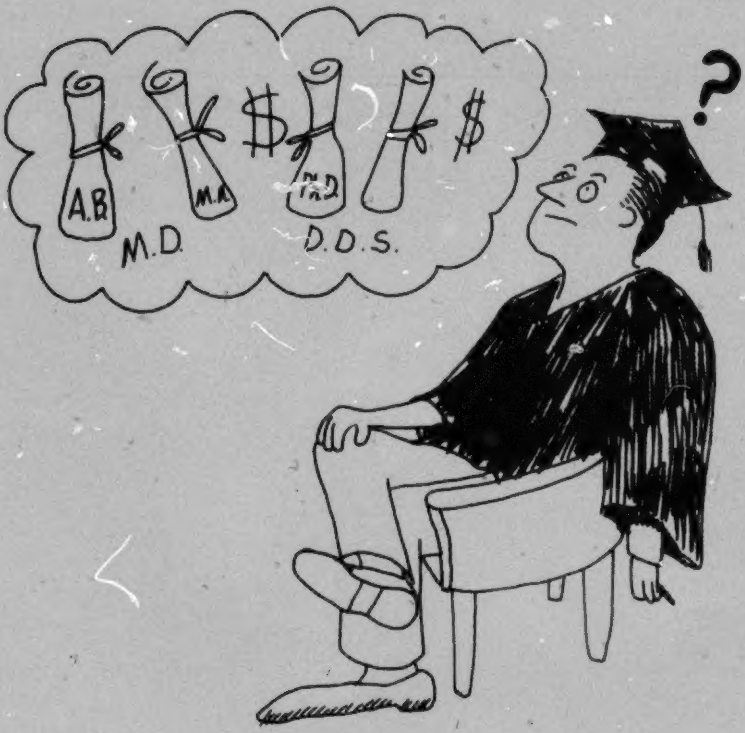




IT MAKES A
DIFFERENCE

Transparency (2) 11T5

KNOWLEDGE OF THE JOB


A.B.
M.A.
PH.D.
$
$
M.D.
D.D.S.
?

AND TRAINING

Transparency (2) 11T6

EMPLOYER-EMPLOYEE RELATIONS

PRE-TEST

1. When is the best time to find out about opportunities for advancement and pay increases with a company?

2. What questions should you ask yourself about deserving a job promotion or a raise?

3. If you decide to quit your job, what should you tell your employer?

4. What things should an employer consider in deciding who will be promoted?

5. List or discuss advantages and disadvantages of employer-employee contracts.

To: James Johnson

From: Walter Smith

Date:

Subject: Resignation as Receiving Clerk

This is to inform you of my resignation as receiving clerk and termination of employment with the XYZ Company effective (Date).

While my association with the XYZ Company has been relatively brief, it has been most pleasant and is one that I end with regret. My first responsibility, however, is to those for whom I must provide a livlihood. With the uncertain security of my present employment and the lack of opportunity for advancement, I feel that I must accept another position which offers a higher salary as well as other advantages.

I shall miss my association with the XYZ Company. The experience and knowledge gained will be of great value to me in the future. I wish to express my appreciation to you for having given me the opportunity to work for the XYZ Company for the past two years.

Very truly yours,

Walter Smith

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 1
Lesson 1

BOOKS

Can I Get a Job? Department of Public Relations, General Motors, Detroit, Michigan 48233.

How to Get Along with People and Get Ahead in Your Job. H. K. Dugdale, The Kirkley Press, Inc., Timonium, Md. 20193.

How You Can Get a Better Job. American Technical Society, 848 E. 58th St., Chicago, Illinois 60637.

Kimbrell, Grady and Ben S. Vinyard. Succeeding in the World of Work. McKnight Publishing Co., Bloomington, Illinois 51701.

Johnson and Rossall. Personnel and Industrial Relations. Irwin Russ, Homewood, Ill. 60430.

What Organized Labor Expects of Management. National Association of Manufacturers, 2E. 48th St., New York, N. Y. 10001.

PAMPHLETS

What Employers Want. Science Research Associates, 57 W. Grand Ave., Chicago, Illinois 60611.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 1
Lesson 2

SUBJECT: Employer and Employee Legal Obligations

OBJECTIVES: The student will be able to explain the employer's obligations to an employee.
The student will be able to describe the employee's legal obligations to an employee.
The student will be able to discuss advantages and disadvantages of employment contracts.

MATERIALS: Employer-employee contracts, hourly reference guide, child labor provisions. Handout (2) 12H1

REFERENCES: Hourly Reference Guide: U.S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D.C. 22004.
Employee Rights and the Employment Relationship: Selekman and Benjamin, Institute of Labor Relations, University of California, Berkeley, California 94700.

---

1. PREPARATION (of the learner)

A. What if an employer asks you to do something unsafe?
B. What if an employee refuses to wear safety glasses?
C. What if an employee violates a security agreement?

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember or say)
A. Employer's legal obligations to employees.	A. Stress that employer is required by law to perform certain payroll deductions.
1. Payroll deductions (written authorization by employee)	1. List on the blackboard and discuss the following: insurance, social security, income taxes, union dues, bonds, credit union.
2. Legal insurance	2. Describe and discuss the following: workmen's compensation, social security, unemployment compensation. NOTE: stress co-op pertinence.
3. Federal regulations	3. Explain and discuss wages, hours, and occupational safety laws. NOTE: use hourly reference guide. Invite speaker from State Dept. of Labor and Industry. NOTE: stress overtime and minimum provisions.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember or say)
B. Employee's legal obligations to employer.	B. Stress the moral and legal obligation which the employee has to his employer.
1. Honor contracts	1. Show and discuss employer-employee contracts. Stress that breaking contracts can cause trouble in future employment.
2. Safety	2. Stress: It is the responsibility of the employee to adhere to all safety regulations.
3. Security	3. Discuss and explain that in some jobs it is necessary to participate in security checks and/or bonding. NOTE: It may be necessary under certain conditions to submit to a lie detector test.
C. Advantages of a written contract for employer and employee.	C. Stress the numerous benefits derived from written contracts.
1. Duties	1. Duties are spelled out for both employer and employee.
2. Salary	2. Establishes the rate at which you are to be paid, with any added stipulations for pay increses.
3. Controls	3. Establishes control standards over possible dictatorial or autocratic employers.
4. Expectations (conditions)	4. Understanding between employer and employee results in fewer unknown situations, thereby improving production.
5. Decision making	5. Gives the employee a voice in decision making.
6. Restrictions, allowances	6. Discuss the restrictions on participating in militant actions, or the permission to participate in limited actions. NOTE: Some jobs are non-union, therefore very definite rules governing strikes, walkouts, etc. are imposed. Handout (2) 12H1.
D. Disadvantages of a written contract	D. Stress the various disadvantages between employer and employee.
1. For the employer	1. STRESS: (a) Additional duties cannot be imposed without additional compensation, (b) arbitrary demands upon employees are controlled, (c) must show just cause for dismissal, (d) cannot show bias.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember or say)
2. For the employee	2. STRESS: (a) individual raises are out, (b) compelled to maintain a certain level of proficiency, (c) union dues must be paid (d) financial burden on employee if company strikes.

3. APPLICATION

A. Have students role play employer-employee union and non-union situations.
B. Have students bring payroll stubs to discuss deductions.
C. Have students calculate social security, taxes, deductions.

4. TEST

A. Have students list and discuss the legal obligations which exist between the employer and employee.
B. Have students write a simple employment contract.

SUGGESTED ACTIVITIES:

A. Invite a personnel manager to class to discuss the legal obligations of the employer and employee.
B. Invite a guest speaker from the Social Security Office, Internal Revenue Service, or a Federal mediator.

NEXT LESSON: Small Business Operation

Employer-Employee Contract

THIS CONTRACT for the personal services of musicians, made this ______ day of ________________, 19___, between the undersigned employer (hereinafter called the "employer") and __________________ ARTISTS (hereinafter called "ARTISTS").

WITNESSETH, That the employer hires the ARTISTS as musicians on the terms and conditions below. The leader represents that the employees already designated have agreed to be bound by said terms and conditions. (Each employee yet to be chosen shall be so bound by said terms and conditions upon agreeing to accept his employment.) The employees severally agree to render collectively to the employer services in the orchestra under the leadership of ________________________________ as follows:

Name and Address of Place of Engagement ______________________________

____

Date(s) of Employment ____

Hours of Employment ____

Breaks (number) ___________________ length _________________________

Type of Engagement ____

The ARTISTS consists of ___________ musicians, and __________ technicians

WAGE AGREED upon $ ____

To be paid ____

Down Payment ____

ADDITIONAL TERMS AND CONDITIONS

The employer shall at all times have complete control over the services of employees under this contract, and the leader shall, as agent of the employer, enforce disciplinary measures for just cause, and carry out instructions as to selection and manner of performance. The agreement of the employees to perform is subject to proven detention by sickness, accidents, or accidents to means of transportation, riots, strikes, epidemics, acts of God, or any other legimate conditions beyond the control of the employees. On behalf of the employer the leader will distribute the amount received from the employer to the employees, including himself.

The performances to be rendered pursuant to this agreement are not to be recorded, reproduced, or transmitted from the place of performance, in any manner or by any means whatsoever, in the absence of a specific written agreement between the employer and _____________ ____________________, relation to and permitting such recording, reproduction or transmission.

The employer, in signing this contract himself, or having same signed by a representative, acknowledges his (her or their) authority to do so and hereby assumed liability for the contract.

Employer's Name_______________	Employees Name____________________
______________________________	__________________________________
Address_______________________	Address_____________________________
______________________________	__________________________________
City__________________________	City________________________________
Phone_________________________	Phone_______________________________

OTHER TERMS, CONDITIONS AND/OR COMMENTS:

Handout (2) 12H1 (cont.)

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 1
Lesson 2

BOOKS

Selekman and Benjamin. Employee Rights and Employment Relationship. Institute of Labor Relations, University of California, Berkeley, California 94700.

PAMPHLETS

Collective Bargaining in the Private Sector. U.S. Department of Labor, Washington, D.C. 22004.

Collective Bargaining in the Public Sector. U.S. Department of Labor, Washington, D.C. 22004.

Fair Labor Standards Act (Child Labor Provision). U.S. Department of Labor, Wage and Hour Division Child Labor Bulletin No. 101, Washington, D.C. 22004.

Hourly Reference Guide. U.S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D.C. 22004.

ICT - 2

UNIT 2

SMALL BUSINESS OPERATION

Lesson 1. Proprietorship, Partnership, Corporation and Franchise

Lesson 2. Small Business Operation (Project)

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 2
Lesson 1

SUBJECT: Proprietorship, Partnership, Corporations, Franchises

OBJECTIVE: The student will be able to discuss the basic advantages and disadvantages of the proprietorship, partnership, corporation, and franchise.

TEACHING AIDS: Overhead projector, Transparencies (2) 21T1 thru T7

REFERENCES: Small Business Management. Delmar Publishers, Inc., Albany, New York 12205

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1. PREPARATION (of the learner)

A. If you and your best friend were partners in a small cycle shop, who would be responsible for your business debts if the shop failed?
B. Is a corporation considered a legal person in the eyes of the law?
C. What is the smallest number of people who can start a corporation?

---

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Single proprietorship	A. 1. List definition on blackboard
1. Definition	a. Owned by individual
2. Examples (shoe repair, barber)	2. Have students list examples on blackboard.
3. Advantages	3. Refer to Transparency - (2) 21T1 a. Own boss b. Close personal relationships c. Ask students how well they know their employer. d. Owner is local person. e. Easily organized or dissolved
4. Disadvantages	4. Refer to Transparency (2) 21T2 a. Success limited to owner's ability b. Hard to get funds c. Owner assumes all risks d. Business life depends on owner's life. e. Little specialization of labor. f. Have students list on blackboard the advantages and disadvantages of a proprietorship.
B. Partnership	B. 1. Write definition on blackboard
1. Definition	
2. Agreement	2. a. 2 or more persons b. Refer to Transparency (2) 21T3

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. 3. Advantages	B. 3. Refer to Transparency (2) 21T4 a. Large capital funds b. Variety of abilities c. Different policy opinions d. Losses shared jointly
4. Disadvantages	4. Refer to Transparency (2) 21T5 a. Any debts are binding on all b. Dissolved by death or disagreement c. Profits or losses shared as in agreement d. Some partners cannot cooperate. e. Have students write a short (1 page) essay on "Which of the Previous Types of Businesses Do You Prefer?"
C. Corporation 1. Definitions a. Charter b. Stockholder (stocks) c. Board of Directors d. Dividends	C. 1. List definitions on blackboard. Ask students to give their definitions of the terms.
2. Types a. Closed b. Public	2. Have students discuss both types of corporation.
3. Advantages	3. Refer to Transparency (2) 21T6 a. Limited liability b. Long life c. Can easily raise money
4. Disadvantages	4. a. Separate ownership and management b. Impersonal employer-employee relationship c. Subject to heavy state and federal taxes d. Subject to government supervision and regulation e. List advantages and disadvantages on board and let class discuss them.
D. Franchise 1. Definition	D. 1. a. License granted by government b. Monopoly rights
2. Examples (McDonald's, Hardee's)	2. Have students list other examples on board
3. Advantages	3. Refer to Transparency (2) 21T7 a. Acquire a recognized name b. Receive company secrets and materials c. Monopoly rights

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Franchise (continued)	
4. Disadvantages	4. a. Prices regulated by government, government granted monopolies. b. Profits determine selling price c. High cost of acquiring rights d. Explain tool rental e. Regulation by main franchise office. f. Have students list advantages and disadvantages of franchises.

3. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

A. Have the class break into 3 groups (proprietorship, partnership and corporation) and debate against each other concerning the advantages or disadvantages of each.
B. Have the students select the number of classmates necessary to start a partnership and corporation. Then draw up an agreement or charter.

4. CHECK UP (or test) (final check on students' comprehension of material presented)

A. Evaluation of students' class participation in discussions
B. Evaluation of agreement or charter
C. Objective test covering definitions, advantages or disadvantages of the three types of businesses.

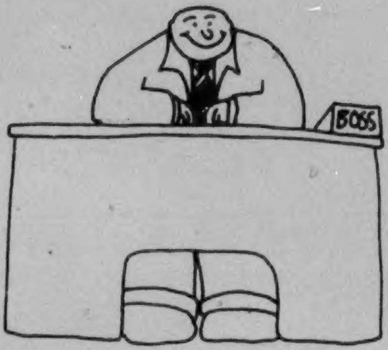
SUGGESTED ACTIVITIES:

A. Have a representative from Small Business Administration come in to give a talk
B. Read Small Business Administration pamphlets

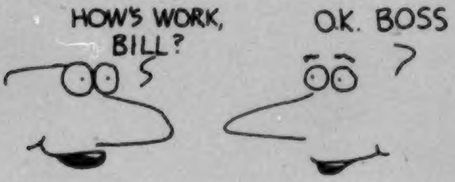
NEXT LESSON: Small Business Operation

ADVANTAGES OF PROPRIETORSHIP

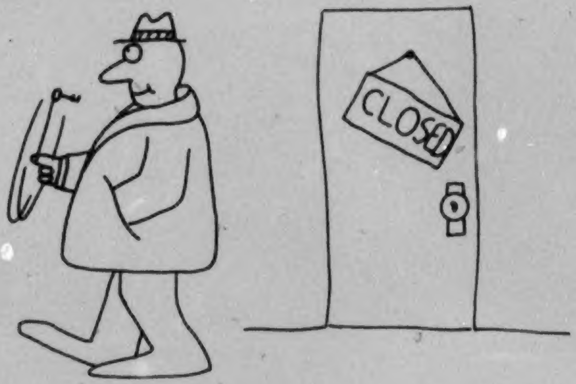
1. OWN BOSS



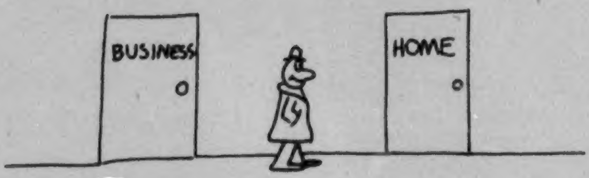
2. CLOSE PERSONAL RELATIONS


HOW'S WORK, BILL?
O.K. BOSS

3. EASILY ORGANIZED OR DISSOLVED



4. OWNER IS LOCAL PERSON

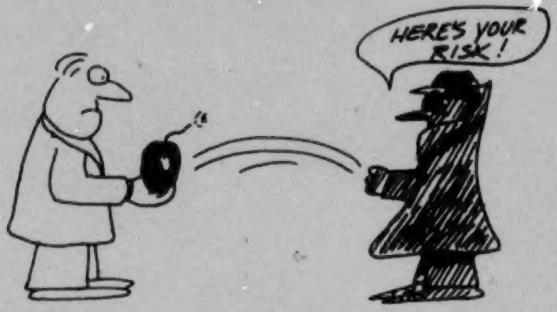

BUSINESS
HOME

DISADVANTAGES OF PROPRIETORSHIPS

1. SUCCESS LIMITED BY OWNER'S ABILITY

2. HARD TO GET FUNDS

3. OWNER ASSUMES ALL RISKS


HERE'S YOUR RISK!

4. BUSINESS LIFE DEPENDS ON OWNER'S LIFE

BOSS
R.I.P.
BUSINESS
R.I.P.

5. LITTLE SPECIALIZATION OF LABOR

WELL, I DO EVERYTHING IN MY BUSINESS

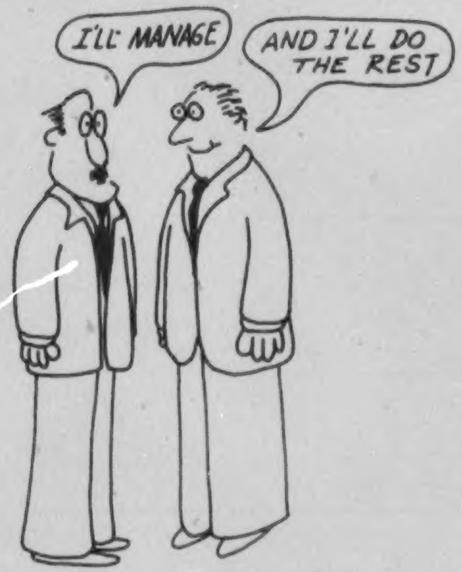
AGREEMENT OF PARTNERSHIP

AGREEMENT INCLUDES:

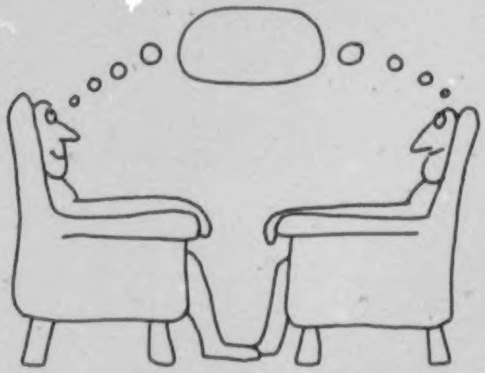
1. DATE OF AGREEMENT
2. NAMES AND ADDRESSES OF PARTNERS
3. NATURE OF BUSINESS
4. DURATION OF PARTNERSHIP
5. DUTIES OF EACH PARTNER
6. INVESTMENTS OF EACH PARTNER
7. HOW PROFITS AND LOSSES WILL BE SHARED
8. ACCOUNTING PROCEDURES
9. SALARY OF EACH PARTNER
10. RESTRAINTS ON EACH PARTNER
11. HOW PARTNERSHIP WILL BE TERMINATED

ADVANTAGES OF PARTNERSHIPS

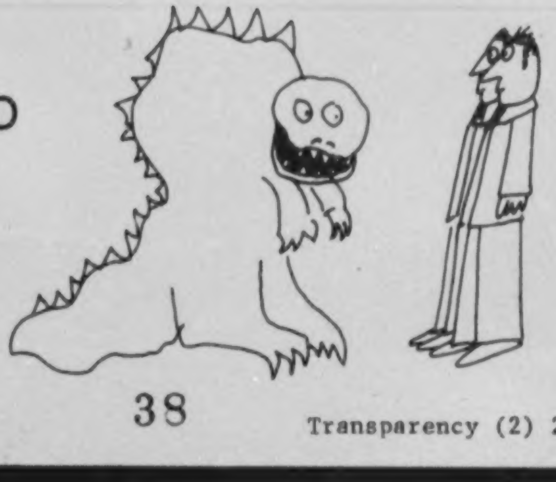
1. LARGER CAPITAL FUNDS $ + $ = $


I'LL MANAGE
AND I'LL DO THE REST

2. VARIETY OF ABILITIES



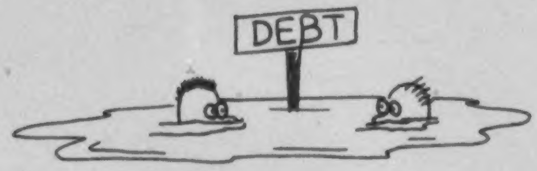
3. DIFFERENT POLICY OPINIONS



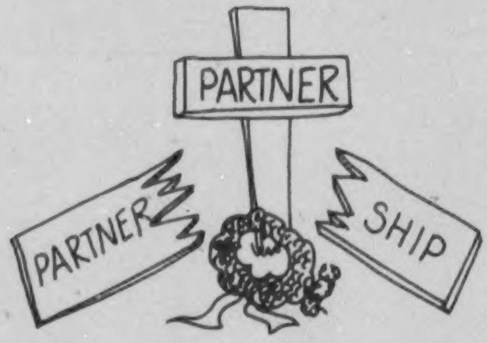
4. LOSSES SHARED JOINTLY

DISADVANTAGES OF PARTNERSHIPS

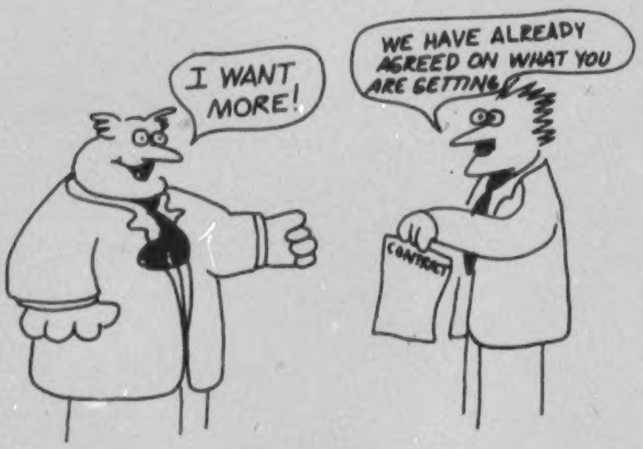
1. DEBTS BINDING ON ALL



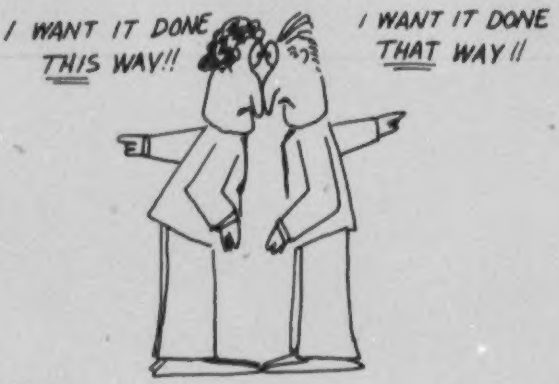
2. DISSOLVED BY DEATH OR DISAGREEMENT


PARTNER
PARTNER
SHIP

3. PROFITS OR LOSSES SHARED AS IN AGREEMENT

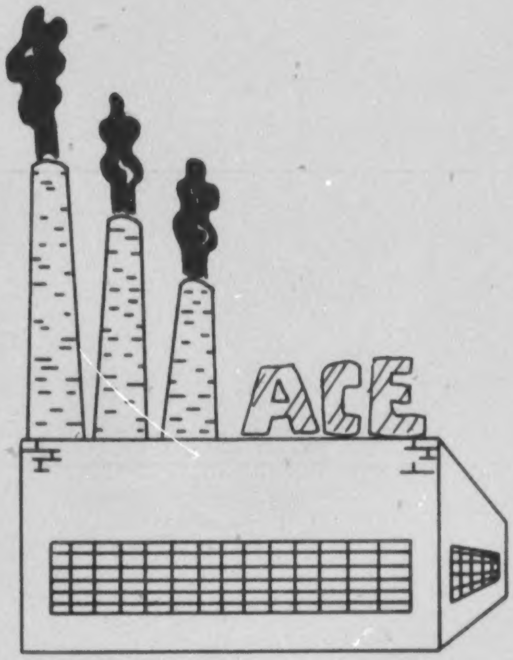

I WANT MORE!
WE HAVE ALREADY AGREED ON WHAT YOU ARE GETTING
CONTRACT

4. SOME PARTNERS CAN'T COOPERATE


I WANT IT DONE THIS WAY!!
I WANT IT DONE THAT WAY!!

ADVANTAGES OF CORPORATIONS

1. LIMITED LIABILITY
2. LONG LIFE
3. RAISE MONEY EASILY



DISADVANTAGES OF CORPORATIONS

1. SEPARATE OWNERSHIP AND MANAGEMENT
2. IMPERSONAL WORKER RELATIONSHIPS
3. HEAVY STATE AND FEDERAL TAXES
4. GOVERNMENT SUPERVISION AND REGULATION

ADVANTAGES OF A FRANCHISE

1. ACQUIRE A RECOGNIZED NAME

2. RECEIVE COMPANY SECRETS AND MATERIALS

3. MONOPOLY RIGHTS

SPRITZBURGERS

DISADVANTAGES OF A FRANCHISE

1. PRICES REGULATED BY GOVERNMENT

2. PROFITS DETERMINE SELLING PRICE

3. HIGH COST OF ACQUIRING FRANCHISED RIGHTS

4. REGULATED BY MAIN FRANCHISE OFFICE

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 2
Lesson 1

BOOKS

American Cooperation. American Institute of Cooperation, 1129 20th St., N.W., Washington, D.C. 20036.

The Development of Personnel Administration in Western Europe. Institute of Industrial Relations, University of California, Berkeley, California 94720.

Would You Like to Own Your Own Business? National Association of Retail Grocers, 360 North Michigan Avenue, Chicago, Illinois 60601

PAMPHLETS

Brookshire, Marjorie. Automation. Institute of Industrial Relations. University of California, Berkeley, California 94720

How We Organize to Do Business in America. American Institute of Cooperation, 1129 20th St., N.W. Washington, D.C. 20036

Industry - Organization and Employees. Education Department, National Association of Manufacturers, 2 East 48th St., New York, New York

Small Business Administration Publications. Federal Building, 400 North 8th St., Richmond, Virginia 23230

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 2
Lesson 2

SUBJECT: Small Business Operation

OBJECTIVE: The student will be able to identify and discuss the main points in organizing and operating a small business.

TEACHING AIDS: Overhead Projector, Transparencies - (2) 22T1-7.

MATERIALS: Handout No. (2) 22H1 Small Business Administration Publications. Federal Building, 400 North Eighth Street, Richmond, Virginia 23230.

REFERENCES: How to Organize and Operate a Small Business. Prentice-Hall Company.
Small Business Management. Delmar Publishers, Inc., Albany, New York 12205.

SPEAKERS: Local banker, businessman

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1. PREPARATION (of the learner)

A. How many of you would like to have your own business?
B. What would you need to know before you started it?
C. Give example of former student who has gone into business.
D. Importance of small business - (2) 22T1
E. Refer to SBA pamphlet No. 71.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Types of business	A. Discuss the various types. 1 Manufacturing 2. Sales 3. Public Service (list 3 on board)
B. Research	B. Discuss the necessity of research for starting a business. 1. Personnel problems(Refer to (2) 22T2) 2. Layout problems (Refer to (2) 22T3) 3. Location consideration (Refer to (2) 22T4) and (2) 22T5 4. Other factors (Refer to (2) 22T6)
C. Physical facilities	C. Discuss the physical facilities required. 1. Plant needs 2. Office 3. Sales 4. Warehouse

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Equipment Required	D. 1. Office 2. Machinery 3. Have students list types of equipment needed and discuss.
E. Inventory Requirements	E. 1. Manufacturing materials 2. Sales products 3. Service materials 4. Have students discuss the probable inventory of a local business.
F. Personnel Requirements	F. 1. Production workers 2. Salesmen 3. Warehouse employees 4. Office employees 5. Managerial staff 6. Define each type of worker and give examples of each.
G. Finances Required	G. 1. Capital outlay a. Equipment costs b. Inventory costs c. Office equipment costs d. Stress importance of obtaining sufficient financing if business is to prosper. 2. Overhead and operating expenses a. Rent b. Permits and licenses (Show samples of permits and licenses) c. Insurance d. Taxes e. Utilities f. Office supplies g. Salaries h. Have students discuss types of expenses.
H. Financial sources	H. 1. Banks 2. Small Business Administration 3. Stock 4. Private backers 5. Trust companies 6. Community Development Agency 7. Have students list sources of financing. 8. Have banker talk on financing.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
I. Why Businesses Fail.	I. a. Incompetence Transparency (2) 22T7. b. Unbalanced experience c. Lack of management d. Lack of experience in the line e. Neglect, fraud, disaster

3. APPLICATION

A. Have each student set up a small business (assignment sheet handout.) (2) 22H1.
B. Have a person who has recently gone into business for himself speak to the class. One who succeeded may demonstrate why. One who failed may demonstrate why.
C. Have students play "Executive Decision" game, if available.

4. TEST

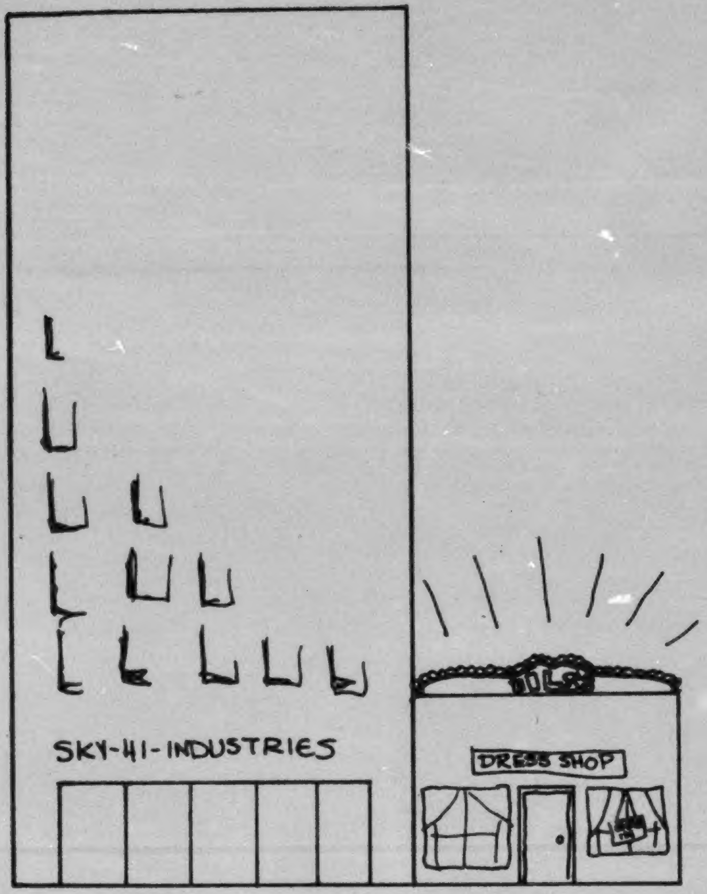
Evaluation of student notebooks on small businesses in terms of the probability of success or failure of the business.

Objective test concerning the main topics of small business operation.

SUGGESTED ACTIVITIES:

A. Have students do research on starting and operating a small business.
B. Speaker from Small Business Administration.

NEXT LESSON: Job Safety


SKY-HI-INDUSTRIES
DRESS SHOP

IMPORTANCE OF SMALL BUSINESS

1. OUTLET FOR CREATIVE IDEAS

2. PROVIDES INDEPENDENCE

3. MAY BECOME LARGE CORPORATION

4. PIONEERING NEW PRODUCTS AND SERVICES

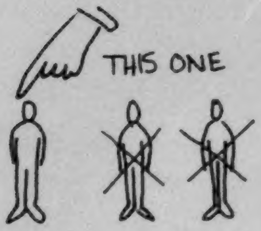
Transparency (2) 22T1

PERSONNEL PROBLEMS IN SMALL BUSINESS

SOURCE

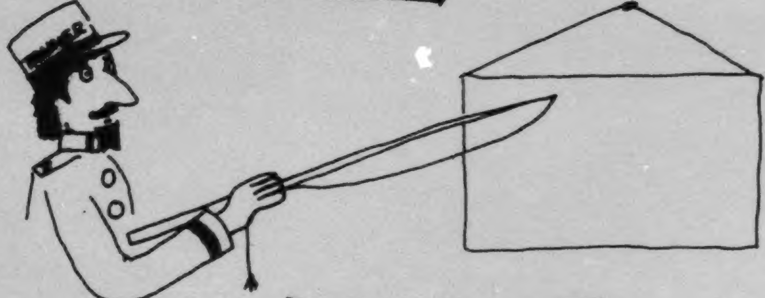
THE WEEKLY REPORT

SELECTION



PLACEMENT

TRAINING

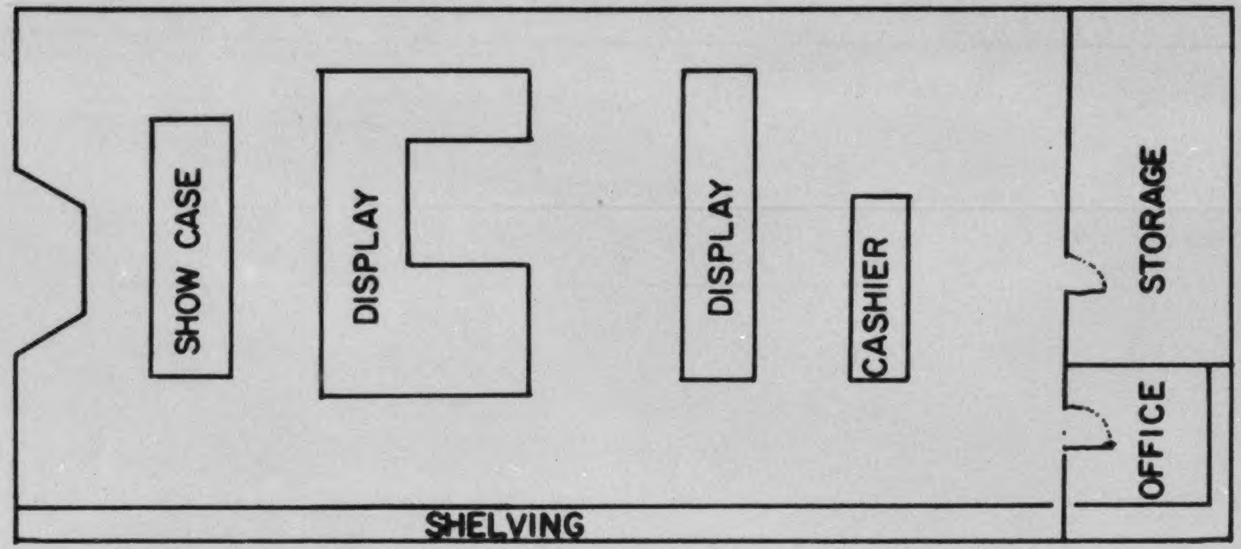


REMUNERATIONS

MORALE BUILDING

GOOD JOB, ELROY!

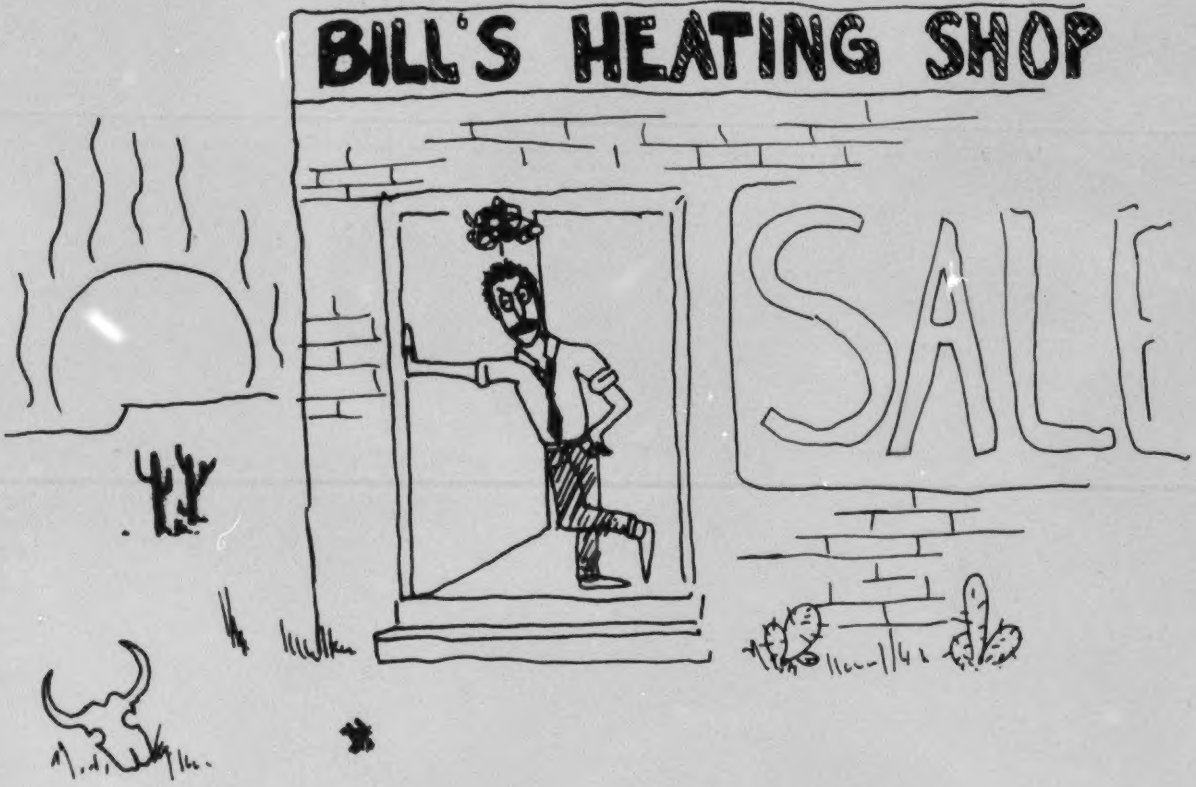
LAYOUT PROBLEMS


SHOW CASE
DISPLAY
DISPLAY
CASHIER
STORAGE
OFFICE
SHELVING

1. USE OF ALL SPACE
2. EFFICIENCY
3. APPEARANCE
4. FLOW PATTERN
5. STORAGE
6. SAFETY FACTORS

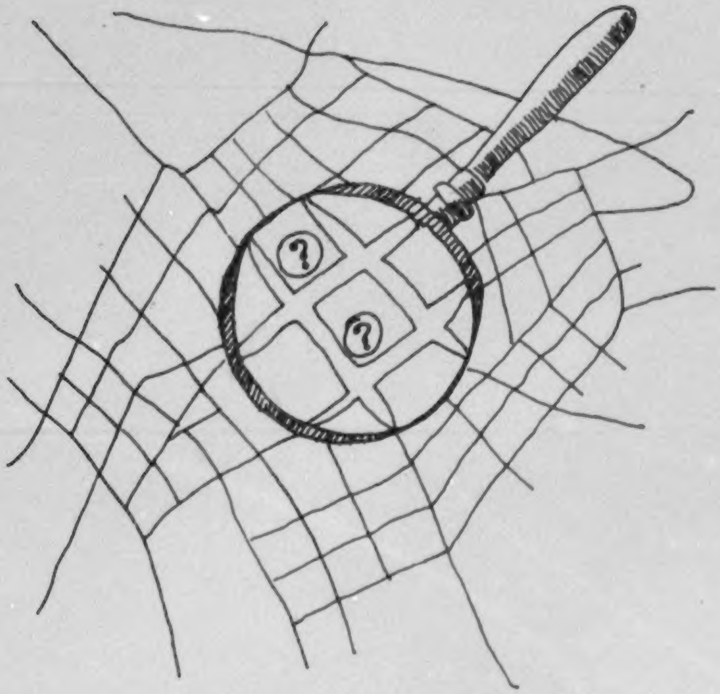
Transparency (2) 22T3

LOCATION CONSIDERATIONS


BILL'S HEATING SHOP
SALE

1. THE FUTURE OF THE COMMUNITY
2. OTHER BUSINESSES IN THE COMMUNITY
3. YOUR POTENTIAL MARKET
4. YOUR POTENTIAL COMPETITION
5. YOUR EXPERIENCE, KNOWLEDGE, SKILLS

SELECTING A LOCATION

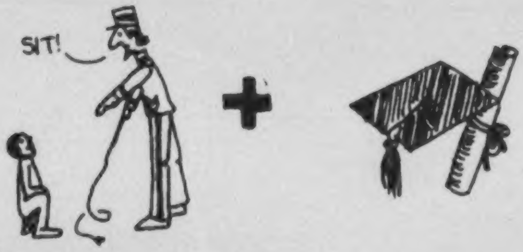


CHOOSE

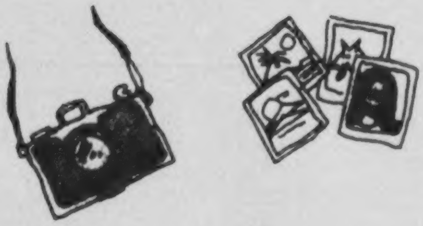
1. TOWN
2. AREA WITHIN TOWN
3. ACTUAL LOCATION

OTHER FACTORS TO CONSIDER WHEN OPENING A BUSINESS——

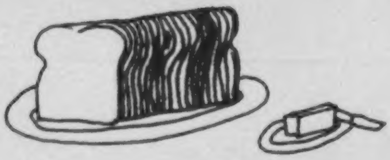
YOUR TRAINING AND EDUCATION



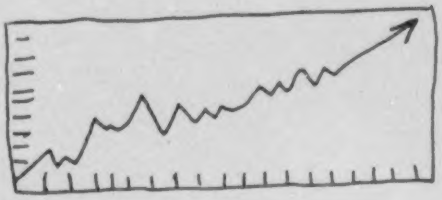
YOUR HOBBIES



NEEDS OF THE COMMUNITY



OPPORTUNITY FOR GROWTH



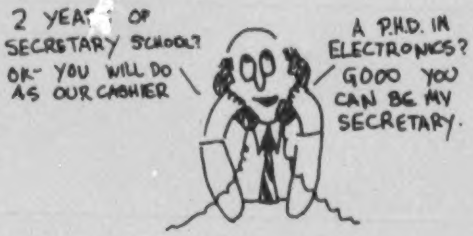
PAY SCALE

REASONS FOR BUSINESS FAILURE

1. INCOMPETENCE

DUNCE
BOSS
TWE DE DE DEE

2. UNBALANCED EXPERIENCE


2 YEARS OF SECRETARY SCHOOL? OK- YOU WILL DO AS OUR CASHIER
A P.H.D. IN ELECTRONICS? GOOD YOU CAN BE MY SECRETARY.

3. LACK OF MANAGEMENT

WHAT CAN I DO?!
SOMEONE TO SEE YOU, SIR

4. LACK OF EXPERIENCE

SHORE WISH I HAD MY COW.
BIG OIL CO.

5. NEGLECT 6. FRAUD 7. DISASTER

GOING INTO BUSINESS FOR YOURSELF

PURPOSE The "Going Into Business For Yourself" project is an experiment which attempts to serve as a culminating activity for many of the topics discussed throughout the year in the ICT program. It is the purpose of the project to give the student an understanding of the problems and decisions that face every businessman in starting and managing a business. In solving the project's business problems in connection with the particular business chosen, the student will have a better understanding of the problems common to all businesses.

DESCRIPTION OF THE PROJECT The student chooses a business in which he is interested. He will take the necessary steps in establishing the business and managing it. While the project will be imaginary, every attempt is made to make it as realistic as possible.

This project should be the effort of an individual student. The project is flexible and permits the teacher-coordinator to adjust both the timetable and the type of assignments to his particular purpose. The length of time to accomplish the project is approximately six weeks.

The student's project choice must fall under the T & I category, it must be legal business, it must meet the requirements of the assignments, and the choice must have the coordinator's approval. It is preferred that the student organize a business of the type in which he is employed. The project choice must involve the complete organization of a business, not the purchase of an existing business. The student will be challenged to support any of his statements with proof of references, facts, figures or sources of information.

At various intervals, the student's progress and understanding will be checked and evaluated. The student is expected to plan his project so that assignments are completed on the date due. A classroom file is kept which contains all finished assignments. All late assignments will be noted as such and grades will be adjusted accordingly. All assignments must be a part of the final business project whether they are done on time or not. A completed project, meeting all assignments, is a course requirement.

Working ahead of schedule is encouraged to allow for a possible unexpected, time-consuming occurrence; however, caution should be taken to insure that a fast pace does not decrease the quality of the students' work. Unsatisfactory work will not be accepted at any time since this project is to reflect the student's best effort.

SOURCES OF INFORMATION The student is encouraged to gather requested information from any sources available. A prime source of information is the local business community - employers, competitors, realtors, insurance agents, public officials, etc. Other informative sources are: textbooks, library materials, class notes, handout materials, trade journals, U.S. Government Printing Office publications; the local Chamber of Commerce, the Small Business Administration, and various associations.

BENEFIT The student will enjoy this project if he works diligently. His reward in knowledge, understanding, and satisfaction will be in direct proportion to the effort he invests in the project.

BUSINESS PROJECT ASSIGNMENTS

I. Description of Business

- A. Name and type of business
- B. Type of ownership
- C. Government regulations affecting the business

II. Location of Business

- A. Indicate exact location on area map.
- B. Provide detailed plot of the immediate business area - photographs and/or diagrams.
- C. State all factors for choice of location.
    1. Buy, lease, or rent - explain terms
    2. Zoning of location
    3. Locate trading area and competition on map
    4. Research of area - customer count, traffic flow, parking, business trends in the area, relocation of roads, transportation, etc.
    5. Be prepared to defend your choice of location
    6. Explain the possibilities for future expansion

III. Layout of the physical plant, parking area, etc. in detail and to a reasonable scale

- A. Detailed drawings of building exterior and plot.
- B. Detailed drawings of building interior, including fixtures and equipment.
- C. Sketch of front elevation of business with identifying signs, etc.
- D. List costs of major equipment and fixtures by item and/or remodeling costs.

IV. Customer Analysis

- A. To what type of customer will the business cater and how was this determined?
- B. How will you find out about customer desires?

V. Sales or Services

- A. What items will the business carry or what services will be offered?
- B. Buying procedures
    1. Where will the merchandise or supplies be purchased and why?
    2. Explain the buying procedures
    3. Terms and services available
- C. List sample inventory and price at cost.
- D. Markup and pricing of merchandise sold to the general public.
- E. Costs of services rendered (labor, etc.).

VI. Financing the Business

- A. Amount needed (assume one-half of capital is on hand)
  - 1. Statement of building fixtures, etc.
  - 2. Statement of operating capital needed for one month (include taxes, insurance, professional fees, etc.).
- B. Compare possible sources of financing.
- C. Your choice of financing and why.

VII. Business Organization

- A. Prepare a business organization chart showing the departments and line of authority.
- B. Personnel
  - 1. Number needed and major duties of each
  - 2. Selection procedure
  - 3. Training
  - 4. Wages and benefits

VIII. Inventory or Supply

- A. Show sample order
- B. Receiving and checking procedure
- C. Inventory control procedure

IX. Promotion of the Business

- A. Advertising
  - 1. Media to be used and why
  - 2. Prepare advertising campaign
- B. Special events - open house, grand opening events, etc.

X. Customer Services

- A. Credit
- B. Charge plans
- C. Collection
- D. Delivery, etc.

XI. Records

- A. Method of recording the following
  - 1. Stock inventory
  - 2. Sales and purchases
  - 3. Income and expenses
  - 4. Payroll
- B. Financial statements
  - 1. Sample profit and loss statement
  - 2. Sample balance sheet

Handout (2) 22H1 (cont.)

XII. Conclusion

A. State conclusions pertaining to the possible success of the business.
B. Explain why project owners of the business can or cannot operate the business successfully.

SUMMARY At all times the student is to feel free to consult the teacher-coordinator for advice. The teacher-coordinator in turn will direct the student's effort and thinking to the desired goal of understanding. This project can involve many topics and serve as a summary for the year.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 2
Lesson 2

BOOKS

American Cooperation. American Institute of Cooperation, 1129 20th St., N.W. Washington, D.C. 20036.

The Development of Personnel Administration in Western Europe. Institute of Industrial Relations, University of California, Berkeley, California 94720.

Would You Like to Own Your Own Business? National Association of Retail Grocers, 360 North Michigan Avenue, Chicago, Illinois 60601.

PAMPHLETS

Brookshire, Marjorie. Automation. Institute of Industrial Relations, University of California, Berkeley, California 94720.

How We Organize to Do Business in America. American Institute of Cooperation, 1129 20th St., N.W., Washington, D.C. 20036

Industry-Organization and Employees. Education Department, National Association of Manufacturers, 2 East 48th St., New York, N.Y.

Small Business Administration Publications. Federal Building, 400 North 8th Street, Richmond, Virginia 23230.

ICT - 2

UNIT 3

JOB SAFETY

Lesson 1. How to Give Initial Treatment for Injuries on the Job

Lesson 2. Safety Rules for Electrical Power Tools

Lesson 3. Classification of Fire Extinguishers

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 3
Lesson 1

SUBJECT: How to Give Initial Treatment for Injuries on the Job

OBJECTIVE: The student will be able to give initial treatment for fainting, burns, wounds, electrical shock, and gas poisoning.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies (2) 31T1-7
Film, "Safety at Work"

REFERENCES: First Aid Textbook. The American Red Cross, Doubleday & Co., Inc., Garden City, New York 11530

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1. PREPARATION (of the learner)

A. Introduce film.
B. Show film, "Safety at Work"
C. Have rescue squad member demonstrate proper procedure for giving mouth-to-mouth resuscitation.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Fainting	
1. Symptoms	A. 1. Discuss the symptoms a. Pale b. Clammy skin c. Dizziness d. Shallow breathing e. Slow pulse f. Temporary unconsciousness
2. Treatment	2. Discuss the treatment a. Place patient on back b. Loosen clothing c. Apply cold cloth to face d. Adminster smelling salts e. Get fresh air into room f. Give victim strong coffee when he revives 3. Have two students to come forward and demonstrate with assistance of rescue squad member.
B. Burns 1. Description of burns a. First degree - reddening of skin b. Second degree - blistering c. Third degree- charring of skin	B. 1. Describe different ways a person can get burned on the job and at home. Refer to Transparency (2) 31T1.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
2. Treatment	2. Discuss the treatments. a. Remove clothing from burned area. b. Keep patient lying down c. Use ice on burned area and see physician if serious.
C. Wounds 1. Small wounds	C. 1. Describe and discuss small wounds and how to treat them. a. Clean with soap and water and dress with sterile gauze.
2. Wounds with severe bleeding	2. Describe a severe bleeding wound and discuss how to treat it. a. Apply firm pressure on wound with gauze or clean cloth to control bleeding, if this does not hurt patient. b. Refer to Transparency (2) 1T2. c. For foot, leg, or thigh wounds, apply pressure in middle of groin with heel of hand. d. Refer to Transparency (2) 31T3. e. Call physician or take to hospital.
D. Electrical Shock 1. Precaution	D. 1. a. Never touch electrical fixture or applicance when hands or feet are wet or while bathing. b. Refer to Transparency (2) 31T4. c. Never touch water pipes or radiators when using electrical appliances. d. Refer to Transparency (2) 31T5.
2. Treatment	2. Go over the treatment of electrical shock a. Cut off current. b. Remove person from contact, using stick or gloves. c. Refer to Transparency, (2) 31T6. d. STRESS: Not bare-handed. e. Give mouth-to-mouth resuscitation until emergency patrol arrives.
E. Gas Poisoning 1. Causes	E. 1. Tell what produces gas poisoning. a. Gas heaters and stoves b. Gas fixtures c. Gasoline motors - all producing carbon monoxide
2. Symptoms	2. Refer to Transparency (2) 31T7. a. Describe the symptoms.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	(1) Reddish color of face (2) Cherry-red lips (3) Unconsciousness
3. Treatment	3. Discuss the treatment. a. Let in fresh air. b. Shut off gas or motor. c. Remove victim to open air. d. Give mouth-to-mouth resuscitation until emergency patrol arrives.

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3. APPLICATION (drills, illustration, analogies, oral questions or assignments)

Set up role play situations and have students demonstrate proper treatment for injuries and explain why they gave this particular treatment.

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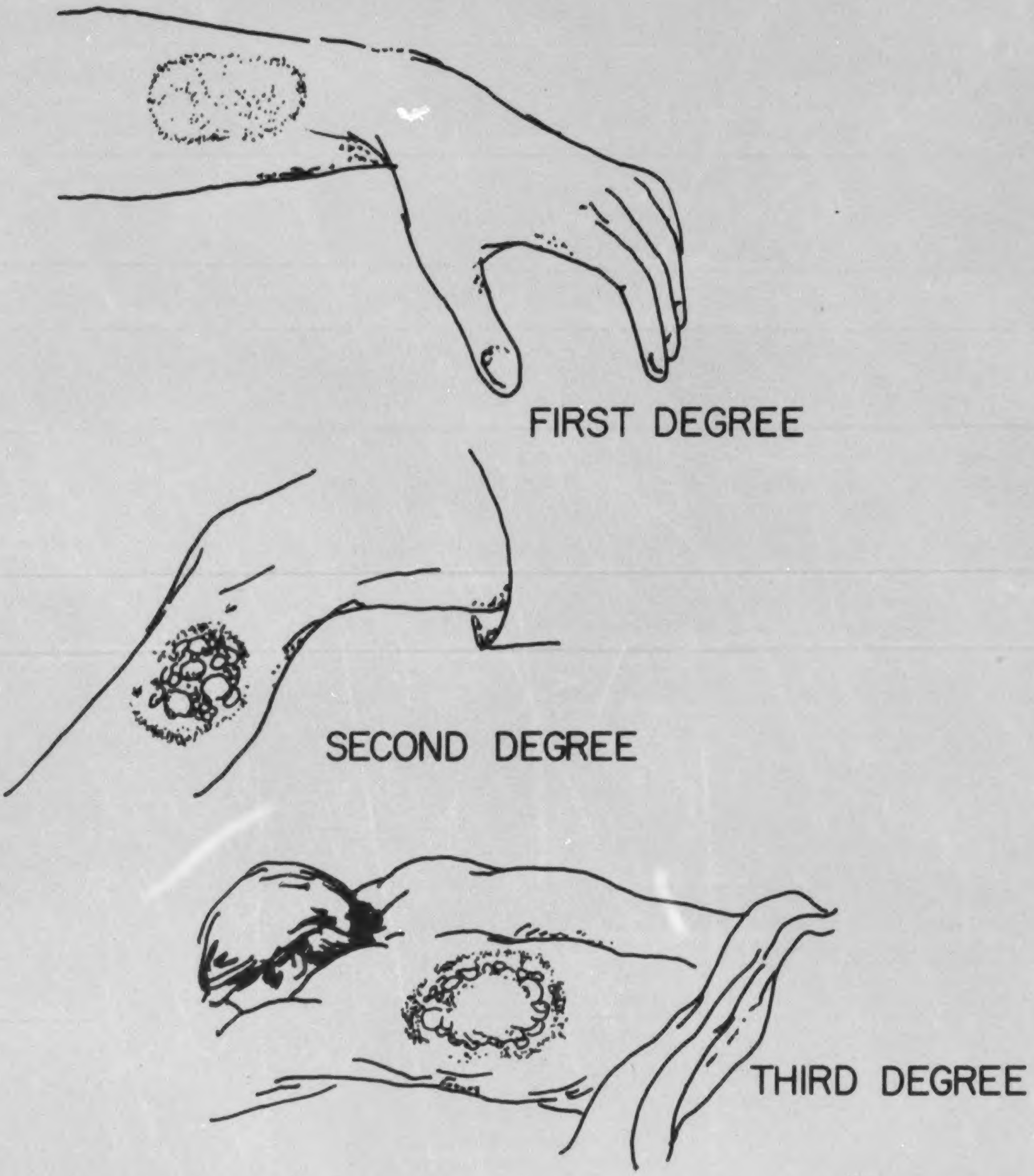
4. TEST (final check on students' comprehension of material presented)

Have students name the various types of injuries sustained on the job and reasons for treatment chosen.

SUGGESTED ACTIVITES:

Invite rescue squad personnel to demonstrate first aid practices.

NEXT LESSON: Safety Rules for Power Tools



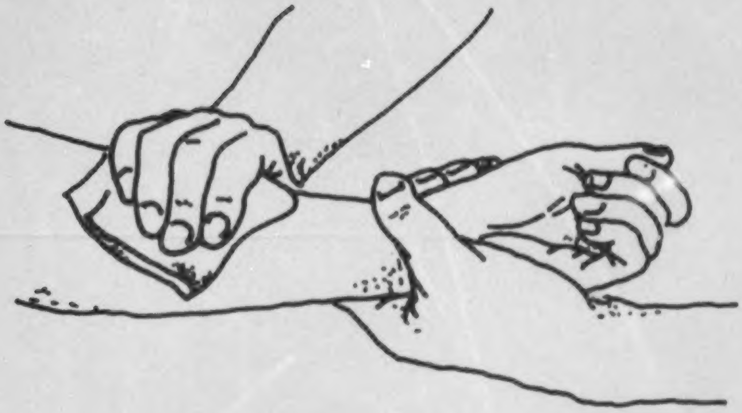
FIRST DEGREE

SECOND DEGREE

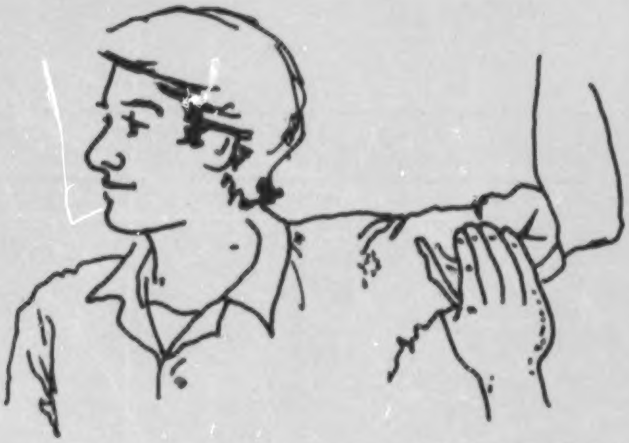
THIRD DEGREE

DEGREES OF BURNS

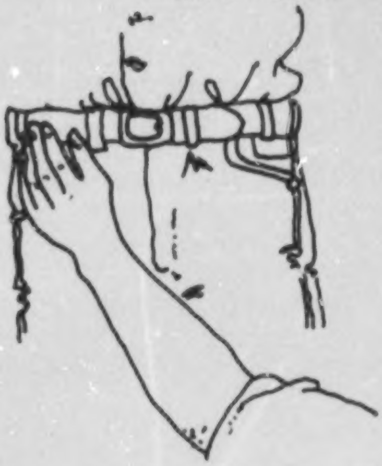
Transparency (2) 31T1



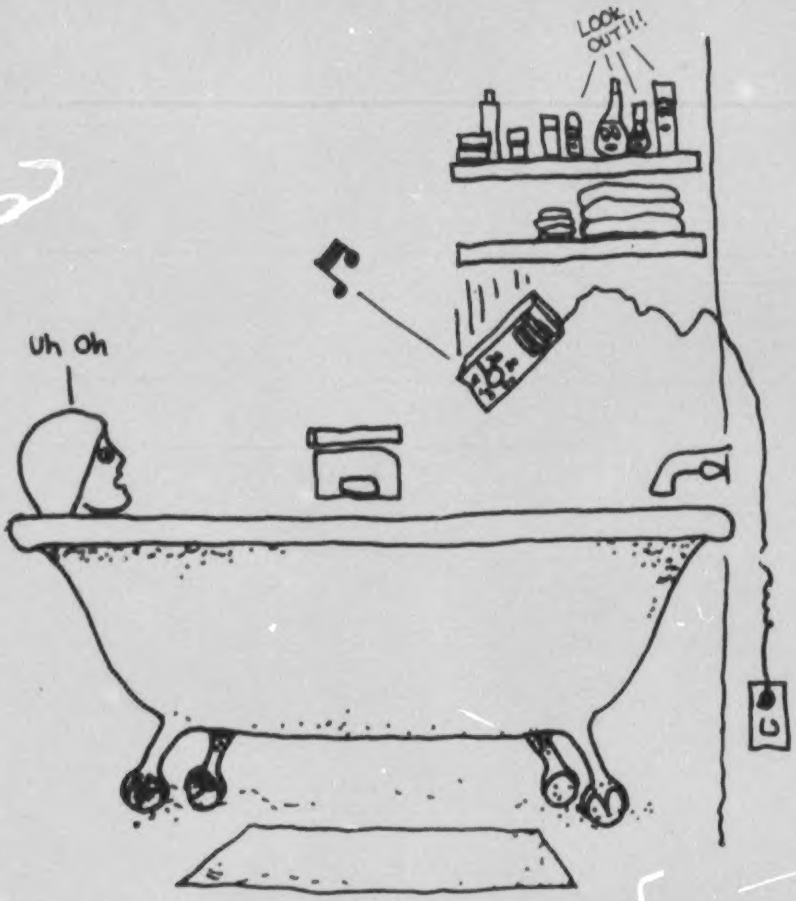
DIRECT PRESSURE ON WOUND



FINGER PRESSURE
ON BRACHIAL ARTERY

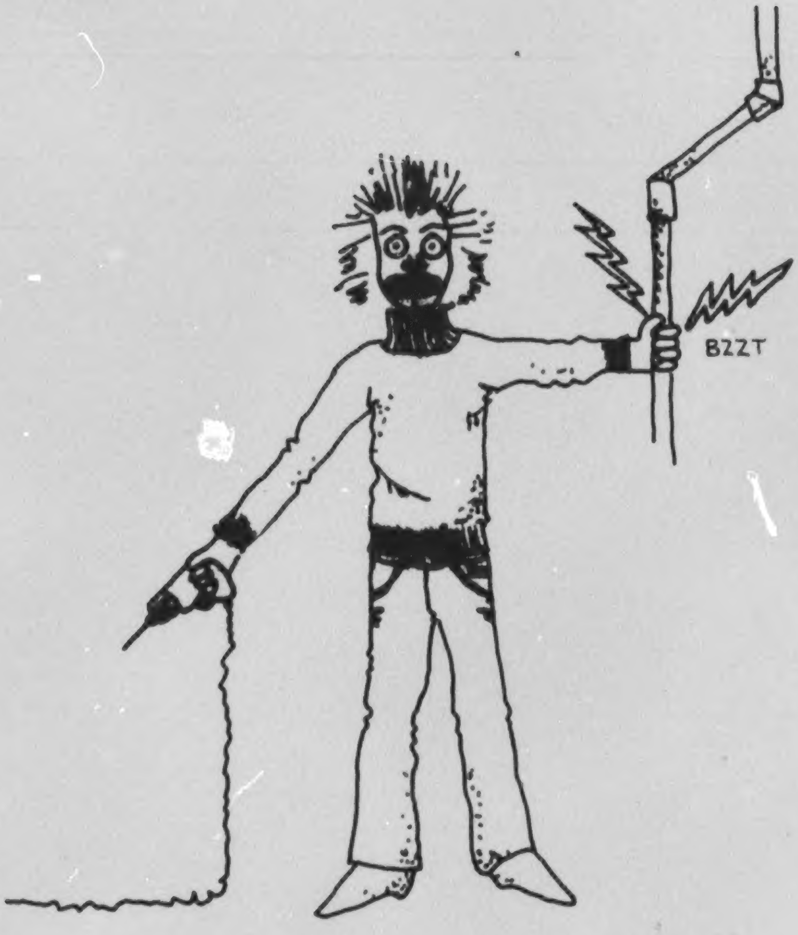


HAND PRESSURE
ON FEMORAL ARTERY


LOOK OUT!!!
Uh Oh

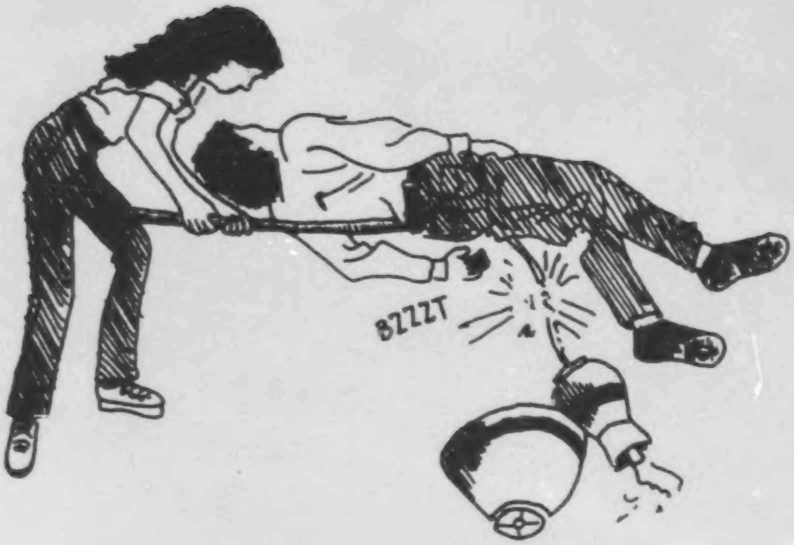
ELECTRICITY & WATER DONT MIX

Transparency (2) 31T4



ELECTRICITY Vs. WATER PIPE

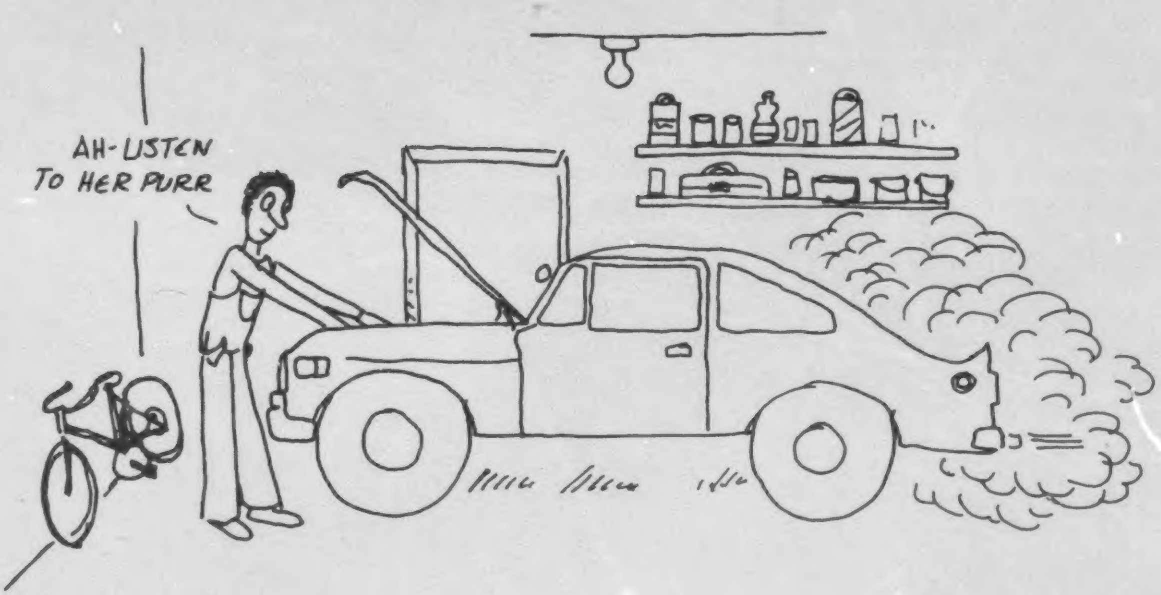
Transparency (2) 31T5



ROLL VICTIM FROM WIRE WITH INSULATING MATERIAL, OR SHUT OFF CURRENT. DO NOT USE A METAL POLE!

Transparency (2) 31T6

—— CARBON MONOXIDE POISONING


AH-LISTEN
TO HER PURR

Transparency (2) 31T7

SUPPLEMENTARY
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 3
Lesson 1

FILMS

Air We Breathe. This film covers respiratory protection against dust and gases and other materials. 26 minutes, Mine Safety Appliances Company, 210 North Braddock Ave., Pittsburgh, Pennsylvania 15208.

Rescue Breathing. This film presents practical information to save the lives of victims of suffocation by electric shock, chest injuries, choking, drugs, and gas. 21 minutes, color. American Gas Association, 605 Third Avenue, New York, New York 10016.

Safety At Work. This film shows that sound safety programs can reduce industrial injuries when protective equipment is used. 18 minutes, color, Aetna Life and Casualty, 151 Farmington Avenue, Hartford, Connecticut 06115.

PAMPHLETS

First Aid Textbook. The American Red Cross, Doubleday and Company, Inc., Garden City, New York 11530.

To Live and Breathe. Aetna Life and Casualty Co., Hartford, Connecticut, 06115.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 3
Lesson 2

SUBJECT: Safety Rules for Electrical Power Tools

OBJECTIVE: The student will be able to use and store electrical power tools safely.

TEACHING AIDS: Overhead projector, power tools: sander, drill, saber saw, and portable circular saw.

MATERIALS: Transparencies (2) 32T1-4, Handouts (2) 32H1-2

REFERENCES: Heinrich, H. W. Industrial Accident Prevention. 5th ed., McGraw-Hill Book Co., Gregg Division, Hightstown, N.J. 08520, 1975.

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1. PREPARATION (of the learner)

A. Introduce topic and film.
B. Show film: "Portable Power Tools"

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Safety rules for power tools	A. Discuss the importance of knowing the safety rules for power tools and refer to handout (2) 32H1.
B. Before operation	
1. Stationary electrical power tools	B. 1. Should be securely mounted on suitable benches or stands. a. Refer to Transparency, (2) 32T1.
2. Portable electrical tools	2. Should be grounded. a. Refer to Transparency (2) 32T2.
3. Use an electrical tool that can handle the job.	3. Refer to Transparency (2) 32T3 (a series of safety rules on electrical power tools.)
4. Before starting machinery	4. Stress safety check to see if operating conditions are safe in working area.
5. Tools should be operated only on voltage specified by the manufacturer.	5. Stress the symptoms. a. Low voltage - inefficient operation or overheating. b. High voltage - excessive speed; arcing and overheating. c. Refer to Transparency, (2) 32T3.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. During operation	
1. Hold portable electrical power tools firmly.	C. 1. Drills and saws reduce pressure toward the end of the job.
2. Overheating of electrical equipment.	2. Stop using it until you have found and corrected the cause. a. Refer to Transparency, (2) 32T3.
3. Turn off the power switch and wait until all moving parts have stopped before reaching toward cutting edges.	3. Refer to saws, drill, and grinder. a. Refer to Transparency, (2) 32T3.
4. Make sure three prong equipment is connected into special three-hole outlets.	4. Tell of some of the equipment which requires three prong plugs. a. Refer to Transparency (2) 32T4. b. Refer to Handout (2) 32H2.
5. Proper use of power hand tools.	5. Demonstrate method of proper use of various power hand tools.
6. Disconnecting from outlet.	6. Use correct method of disconnecting from outlet.
D. General safety precautions for use of electricity	
1. Rules for use	D. 1. Safety rules - refer to Handout (2) 32H1.
2. Danger	2. Discuss injuries which may be caused by electricity. Refer to Handout (2) 32H1.
E. Storage	E. 1. Return power tools to proper storage after using. 2. Refer to Handout (2) 32H1.

3. APPLICATION

A. Have students list the different kinds of applicances, large power tools, and small hand tools which operate on electricity.

B. Have students demonstrate proper use and storage of electrical power tools.

C. Class discussion of electrical safety.

4. TEST

Give test on safety rules for operation of electrical power tools and equipment.

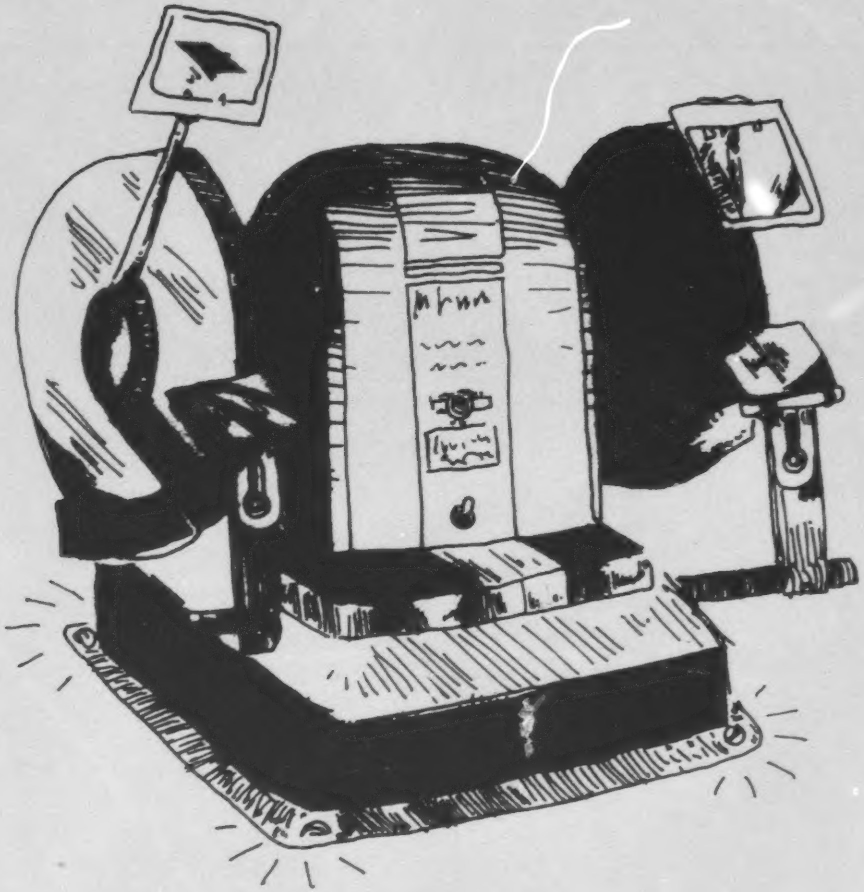
SUGGESTED ACTIVITIES:

1. Invite a safety engineer to speak to class.

SUGGESTED ACTIVITIES (continued)

2. Invite a State Department of Labor and Industry representative to put on safety demonstration.

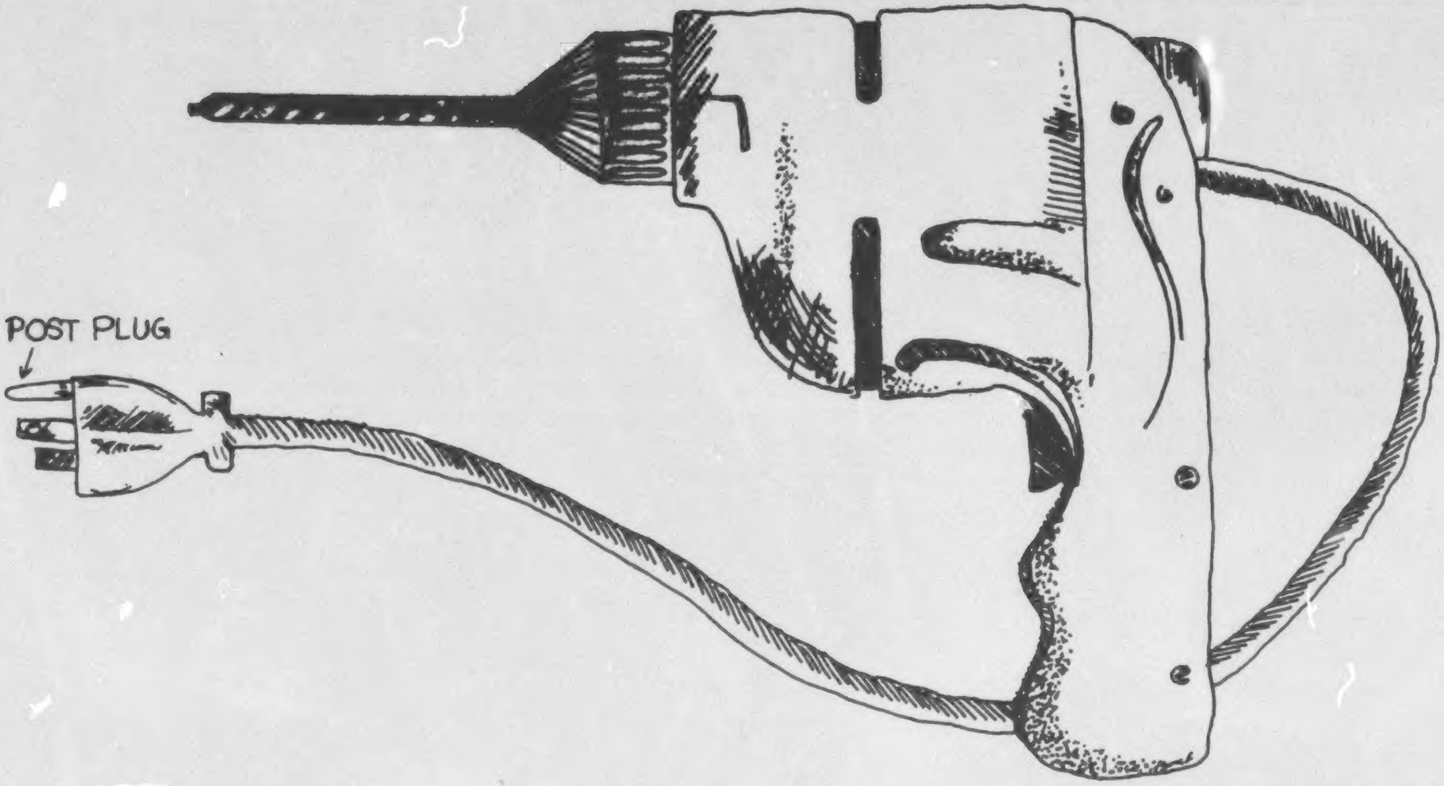
NEXT LESSON: Classification of Fire Extinguishers



BOLT GRINDER TO
BENCH SECURELY

Transparency (2) 32T1

Transparency (2) 32T2

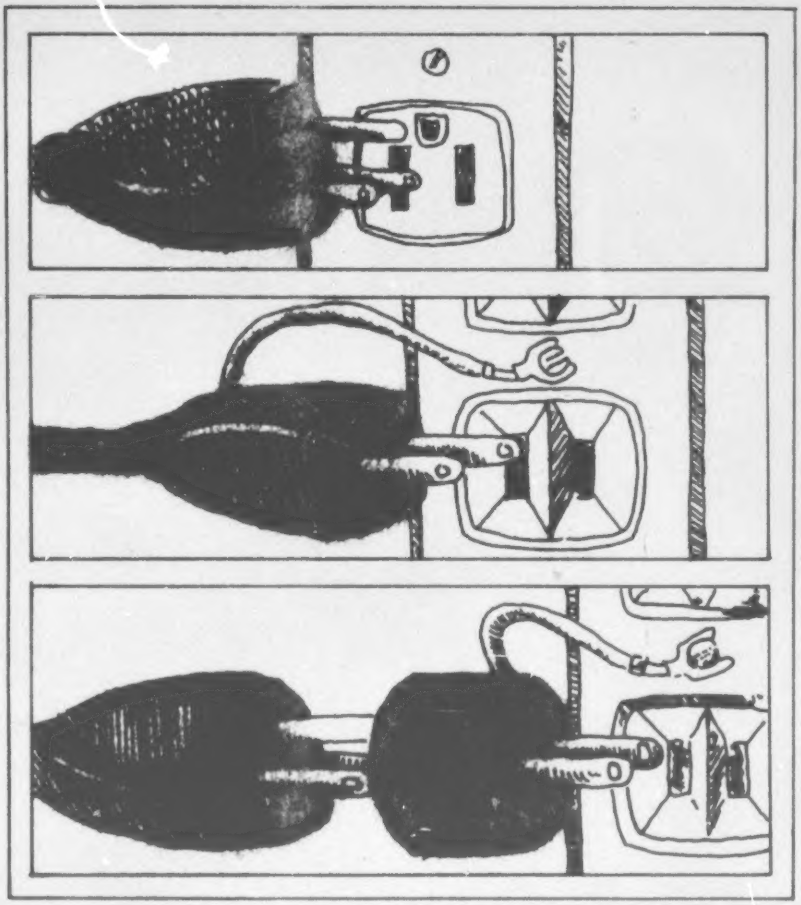


GROUND ALL HAND TOOLS

SAFETY RULES FOR POWER TOOLS

1. Know your power tool
2. Ground all tools
3. Keep blade guards in place
4. Keep children and visitors away from working areas
5. Avoid dangerous environment
6. Don't force tool
7. Store idle tools
8. Use the right tool
9. Use safety glasses
10. Don't abuse electric cord
11. Secure work
12. Remove adjusting keys
13. Keep work area clean
14. Maintain tools with care
15. Wear proper apparel
16. Don't over-reach
17. Disconnect tools when not in use

Transparency (2) 32T3



SAFE GROUNDING OF ELECTRICAL EQUIPMENT

Transparency (2) 32T4

SAFETY RULES FOR POWER TOOLS

1. Know your power tool. Read the owner's manual carefully. Learn its applications and limitations as well as the specific potential hazards peculiar to this tool.

2. Ground all tools unless double-insulated. If tool is equipped with three-prong plug, it should be plugged into a three-hole electrical receptacle; the adapter wire must be attached to a known ground. Never remove third prong from plug.

3. Keep blade guards in place and in working order.

4. Keep children away. All visitors should be kept a safe distance from work area.

5. Avoid dangerous environment. Don't use power tools in damp or wet locations. Keep your work area well lighted.

6. Don't force tool. It will do the job better and safer at the rate for which it was designed.

7. Store idle tools. When not in use, tools should be stored high and dry, or locked away from children.

8. Use the right tool. Don't force a small tool or attachment to do job of a heavy tool.

9. Use safety glasses with most tools; also face or dust mask if the operation is dusty.

10. Don't abuse cord. Never carry tool by cord or yank to disconnect from receptacle. Keep cord away from heat, oil, and sharp edges.

11. Secure work. Use clamps or a vice to hold work; it's safer than using your hand, and it frees both hands to operate tool.

12. Remove adjusting keys and wrenches. Form habit of checking to see that adjusting keys and adjusting wrenches are removed from a power tool before using.

13. Keep work area clean. Cluttered benches invite accidents.

14. Maintain tools with care. Keep tools sharp and clean for best performance. Follow instructions for lubricating and changing accessories.

15. Wear proper apparel; no loose clothing or jewelry to get caught in moving parts. Rubber gloves and footwear are recommended outdoors.

16. Don't over-reach. Be sure to keep your footing and maintain good balance.

17. Avoid accidents starting. Don't carry plug-in tools with your finger on switch.

18. Disconnect tools when not in use; before servicing, when changing accessories such as blades, bits, cutters, etc.

ELECTRICAL SAFETY

Electricity is the most used and misused source of power in the world today. Without it, industry, business, and home life could not prosper; but unsafe electrical practices cost thousands of lives every year.

This information sheet will be concerned with a few practices and procedures employed to lessen the hazard of working with electrical power consuming devices.

GENERAL SAFETY RULES

The best protection against electrical shock and its effects is the development of a safe attitude and a knowledge of safe procedures. Some rules to be followed are:

1. Do not completely rely on safety devices.
2. Keep your feet clear of objects on the floor.
3. Stand on a non-conductive surface.
4. Use rubber gloves when applicable.
5. Line voltages should be isolated from ground by means of an isolation transformer.
6. Line cords should be checked before use. If the insulation is brittle or broken, these should not be used. Replace faulty cords.
7. Avoid direct contact with any voltage source.
8. Be sure that line cords of power tools and non-isolated equipment are equipped with safety plugs (polarized three post plugs). Do not defeat the safety feature of these plugs by using ungrounded adapters.
9. Do not defeat any safety device, such as a fuse or circuit breaker, by shorting across it or by using a higher amperage fuse than that specified by the manufacturer.
10. Take nothing for granted. Never assume the equipment is off, make certain by placing the power switch in the off position. Remove fuses from any circuit where switches might unintentionally be turned on.

ELECTRICAL SHOCK

There are basically four adverse effects of electrical shock which can cause death or damage to the body and its functions.

1. Burns - of all degrees (contact and electric arc)

2. Muscular contraction (may result in asphyxiation)

3. Electric shock

4. Electric ophthalmia

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 3
Lesson 2

BOOKS

Accident Prevention Manual for Industrial Operation. 5th ed., National Safety Council, 425 North Michigan Ave., Chicago, Illinois 60611, 1964.

Best's Environmental Control and Safety Directory. 13th Biennial Edition, A. M. Best Company, Park Ave., Morristown, N.J. 07960, 1970.

Blake, R. P. Industrial Safety. 3rd ed., Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632, 1963.

DeReamer, Russell. Modern Safety Practices. John Wiley & Sons, 605 Third Ave., New York, N.Y. 10016, 1975.

The Encyclopedia of School Safety. School and College Department, National Safety Council, 425 North Michigan Ave., Chicago, Illinois 60611.

Heinrich, H. W. Industrial Accident Prevention. 4th ed., McGraw-Hill Book Company, Gregg Division, Hightstown, N.J. 08520, 1975.

Recht, J. L., et at. Accident Facts. National Safety Council, 425 North Michigan Ave., Chicago, Illinois 60611, 1973.

Simonds, Rollin H. and J. V. Grimaldi. Safety Management, Richard D. Irwin, Inc., Homewood, Ill., 60430, 1963.

Strasser, Marland K., et al. Fundamentals of Safety Education. Macmillan Publishing Co., Inc., Front and Brown Streets, Riverside, N.J. 08075, 1964.

We're Never Too Young to Learn Safety. U.S. Department of Labor Standards, Washington, D.C. 20025.

Why Ask for an Accident? National Researcher Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

FILMS

"Don't Push Your Luck." Presents a vivid re-enactment of a blinding eye accident that occurred in an industrial plant. 13 minutes, color, 1967, Hausch and Lamb, Inc., National Society for the Prevention of Blindness, Inc., 635 St. Paul Street, Rochester, New York 14603.

FILMS (continued)

"Portable Power Tools." Whether at home, in a school shop or in a work situation, working with power tools, safety is the key word. The electric drill, belt sander, orbital sander, and saber saw are demonstrated. How best to care for portable power equipment is also explained. 17 minutes, color, 1968, B. F. A. Educational Media, 2211 Michigan Ave., Santa Monica, California 90404.

PAMPHLETS

The 5 Tips on Lifting Safely. U.S. Government Printing Office, Washington, D.C. 20402, $1.00 per 100.

Four Tips for Ladder Safety. U.S. Government Printing Office, Washington, D.C. 20402, $1.00 per 100

The Safe Way is the Only Way to Do the Job. U.S. Government Printing Office, Washington, D.C. 20402, $1.00 per 100.

The Shocking Truth About Electrical Accidents and How to Guard Against Them. Wiring Device Division, Bridgeport, Connecticut 06602.

Sparky News. The National Fire Protection Association, 60 Batterymarch St., Boston, Massachusetts 02110.

Work Clothes that Protect the Body. U.S. Government Printing Office, Washington, D.C. 20402, $1.00 per 100.

INSTRUCTOR'S LESSON PLAN

Generally Related Information

Unit 3
Lesson 3

SUBJECT: Classification of Fire Extinguishers

OBJECTIVE: The student will be able to classify fire extinguishers. The student will be able to select the best extinguisher for a given situation.

TEACHING AIDS: Fire extinguishers, projector

MATERIALS: Transparency (2) 33T1, Handouts (2) 33H1-2

REFERENCES: Fact Sheet on Portable Fire Extinguishers-National Safety Council
Selecting a Fire Extinguisher - University of Missouri Extension Division

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1. PREPARATION (of the learner)

A. Ask these questions:
  1. What kind of fire extinguisher would you buy for home use? Shop use?
  2. What happens when water is thrown on a gasoline fire?
  3. Have on display several types of fire extinguishers.
  4. Have fireman demonstrate methods for use of fire extinguishers.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Fundamentals of fire extinguishment	A. 1. Fires burn because three elements are present. a. Heat b. Fuel c. Oxygen 2. Remove any one element and the fire goes out.
B. Classification of fires	B. 1. Fires are classified according to type of material burning. a. Class A: ordinary combustibles (wood, paper, straw, cloth) b. Class B: flammable liquids (oil, gasoline, etc.) c. Class C: electrical fires (motors, wiring, etc.) d. Class D: combustible metals (sodium, magnesium, etc.)

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Classification of fire extinguishers	C. 1. Fire extinguishers are classified according to the class of fire they can control. a. Class A extinguishers control Class A fires, etc.
D. Factory classification	D. 1. Extinguishers are rated by the Underwriter's Laboratores (UL) and Factory Mutual (FM). 2. Do not buy an extinguisher which is not approved by one of these organizations.
E. Color and symbol classification	E. 1. In addition to the letters, each classification has a symbol and color to aid in quick identification. 2. Refer to Transparency (2) 33T1.
F. Types of extinguishers and their characteristics.	F. 1. Dry-chemical extinguishers a. General purpose dry-chemical extinguishers control Class A, B, and C fires - are probably superior to all others. b. Regular dry-chemical extinguishers control only Class B and C fires. c. Disadvantage: leaves a residue that may harm delicate machinery. 2. Carbon tetrachloride extinguishers a. No longer approved for use. b. Produces highly toxic fumes at high temperatures. 3. Water type extinguishers (pressurized or pump) a. Effective only on Class A fires. will spread Class B fires. b. Will freeze at low temperatures. 4. Soda-acid and foam type extinguishers a. Is basically a water type extinguisher. b. Effective only on Class A fires - will spread Class B fires. c. Cannot be subjected to freezing temperatures. 5. Carbon dioxide (CO_2) extinguishers a. Excellent for Class B and C fires, but will not control a difficult Class A fire. b. Advantage: leaves no residue.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	F. c. Disadvantage: concentrated CO_2 can be fatal if inhaled. Also, CO_2 can freeze flesh if sprayed at close range.
G. In summary, the general dry-chemical extinguisher is superior to all other types marketed.	G. Give handout (2) 33H1.
H. Location of fire extinguishers	H. 1. Close to likely hazards. 2. Along normal paths of travel, but not blocking passage. 3. Easily seen. 4. Easy to remove from hangers.
I. Care of fire extinguishers	I. 1. Follow manufacturer's instructions as regards storage temperatures, etc. 2. Thoroughly examine extinguisher once a year. 3. Have competent person service extinguisher if it needs it. 4. Handout (2) 33H2

3. APPLICATION

Organize role play situations with students acting as "salesmen" and "customers". Customer will tell why he wants a fire extinguisher (for what use or area) and salesman will advise him as to proper type. Salesman will explain why he advised the particular type.

4. TEST

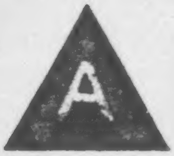
A. Have students tell which kind of fire extinguisher to use on each class of fires.
B. Have students tell how classification is marked on the fire extinguisher.
C. Have students make a list of areas where fire extinguishers should be located and give the best type.

SUGGESTED ACTIVITIES:

Invite fire department to demonstrate fire extinguishers.
Have student read Fire Extinguishers for the Home and Shop - #AE-79
North Dakota State University, Extension Service, Fargo,
North Dakota 58103.

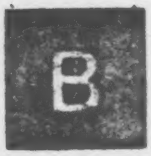
NEXT LESSON: Conducting Informal Meetings

COLOR AND SYMBOL CLASSIFICATION OF FIRE EXTINGUISHERS



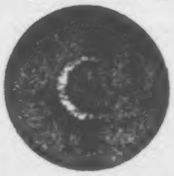
GREEN

ORDINARY COMBUSTIBLES



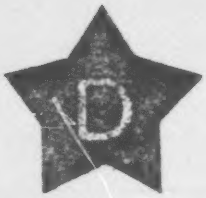
RED

FLAMMABLE LIQUIDS



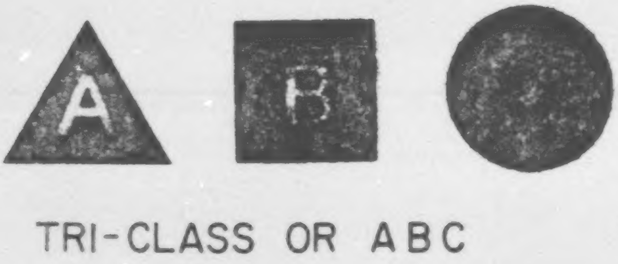
BLUE

ELECTRICAL EQUIPMENT



YELLOW

COMBUSTABLE METAL



TRI-CLASS OR ABC

CLASS A AND B FIRES

FOAM EXTINGUISHERS

These extinguishers are shaped exactly like the soda acid type and also resemble the gas cartridge extinguisher. The foam extinguisher is operated exactly like the soda acid type, however it is different inside because it contains different chemicals.

It contains a solution of water, bicarbonate of soda, and a foam making ingredient in the outer part of the extinguisher. The inner chamber contains water and aluminum sulphate. When the extinguisher is inverted and the chemicals mix, a stream that resembles foam comes out of the extinguisher hose. The extinguisher contains about 2½ gallons of liquid, yet it will generate about 20 gallons of foam. The foam blankets the fire and smothers the flame by cutting off its supply of oxygen. It is therefore recommended for flammable liquids in class (B) fires. Since this extinguisher contains a considerable amount of water it is also effective on fires of ordinary combustible class (A) materials.

LOADED STREAM

The loaded stream extinguishers look and operate exactly like the gas cartridge extinguisher but, instead of plain water it contains a special solution of an alkali metal salt. For some reason which no one quite understands this solution is effective on class (B) fires as well as on class (A) fires.

CLASS C

VAPORIZING LIQUID

This extinguisher is one of the most familiar types. It contains specially treated carbon tetrachloride and is operated simply by pumping the handle back and forth. The most common size container is one quart of liquid. The stream will travel for 20 or more feet for about 45 seconds. When the liquid comes in contact with heat it turns into a heavy vapor which blankets and smothers the fire. It is a non-conductor of electricity.

The liquid in these extinguishers (carbon tetrachloride) can be used on electrical fires. Do not use it in close places where you can't get plenty of fresh air, because when it vaporizes it throws off a gas which is highly toxic and there is a chance of injury when using this type of extinguisher.

CARBON DIOXIDE

This extinguisher has a horn like nozzle through which carbon dioxide gas escapes when the valve is open. The gas blankets and smothers the fire. It also is a non-conductor of electricity. The extinguisher has a maximum range of about 8 feet but the best results are obtained by playing the discharge as close to the fire as possible, moving the discharge horn from side to side. Gas is compressed at about 800 to 900 psi and this type should not be located in areas with excessive temperatures.

DRY CHEMICAL

Dry chemical extinguishers look somewhat like the gas cartridge type. Operating the valve at top of extinguisher punctures a cartridge of carbon dioxide gas, relreasing it into the chamber, forcing the dry chemical out through the hose which has a control valve at its extremity. The discharge lasts from 8 to 30 seconds, depending upon the size. Horizontal range averages 5 to 12 feet for 4 pound size, 20 to 25 feet for 30 pound size. It is adapted to class B and C fires.

A dry chemical extinguisher known as "small type" and is good for use on class A, B and C fires. They are available in 20 and 30 pound sizes having the stamp of approval of Underwriters Laboratories and Factory Mutual. The powder is known as Formula S, having a base of mono-ammonium-phosphate treated with a silicon resin and is forced through outlet hose with 150 pounds of nitrogen or dry air.

FIRE EXTINGUISHERS - TYPES, SIZES, USE

	Vaporizing Liquid	Soda Acid	Foam	CO_2	Water	Loaded Stream	Dry Powder
Types and Sizes Used	1 quart to 3½ gallons	1½ gal. 2½ gal.	1½ gal. 2½ gal.	5 to 25 lbs.	1½ to 5 gal.	1 to 2½ gal.	5 to 20 lbs.
OPERATION	Pump type Air press.	Invert	Invert	Open valve	Pump air cart. gas press.	gas cartridge	gas cartridge air pressure
MAINTENANCE	Inspect for leakage	Recharge annually	Recharge annually	Inspect for leakage by weighing	Keep full. Inspect for leakage	Inspect for leakage	Inspect for leakage
CONDUCTOR OF ELECTRICITY	No	Yes	Yes	Nol	Yes	Yes	No
RANGE	Approx. 20-40 ft.	Approx. 30 ft.	Approx. 30 ft.	Approx. 8 ft.	Approx. 30 ft.	Approx. 50 ft.	Approx. 6-8 ft.
TIME REQUIRED TO EMPTY	Rate of pumping ½ to 2½ min.	Approx. 1 min.	Approx. 1 min.	Approx. 1 min.	Rate of pumping ½ to 2½ min.	Approx. 1 min.	Approx. 1 min.
CHEMICALS USED	CCl_4 CBM CB	Bicarbonate of soda, sulphuric acid, acid	Alum sulphate, bicarbonate of soda foaming agent	Liquid CO_2	Water	Solution of alkali metal salts	Chemically processed dry powder
NEED OF FREEZING PROTECTION	No	Yes	Yes	No	Yes	No	No
EXTINGUISHING EFFECT	Smothering cooling	Quenching cooling	Blanketing cooling	Smothering by cooling	Quenching cooling	Quenching cooling	Blanketing smothering
EFFECT ON CLASS "A" FIRES	Poor	Excellent	Fair	Poor	Excellent	Excellent	Poor
EFFECT ON CLASS "B" FIRES	Fair	Poor	Excellent	Good	Poor-should not be used	Good	Excellent
EFFECT ON CLASS "C" FIRES	Excellent	Poor-should not be used	Poor-should not be used	Excellent	Poor-should not be used	Poor-should not be used	Good

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 3
Lesson 3

BOOKLETS

Fact Sheet on Portable Fire Extinguishers. No. 199.01, National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611.

Fire Extinguishers for the Home and Shop. No. AE-79, Extension Service, North Dakota State University, Fargo, N.D. 58103.

Portable Fire Extinguishers and Their Use. No. 9402, Oklahoma State University, Extension Division, Stillwater, Oklahoma 74074.

Selecting a Fire Extinguisher. No. 1906, University of Missouri Extension Division, Columbia, Missouri 65201.

ICT - 2

UNIT 4

ADVANCED COMMUNICATIONS SKILLS

Lesson 1. Conducting Informal Meetings

Lesson 2. Public Speaking

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 4
Lesson 1

SUBJECT: Conducting Informal Meetings

OBJECTIVES: Student will be able to lead an informal meeting, maintain interest of his subordinates and achieve an assigned objective in this area

TEACHING AIDS: Videotape, tape recorder

MATERIALS: List of short meeting topics.
Handouts (2) 41H1-3
Transparencies (2) 41T1-3

REFERENCES: Wiksley, Wesley, Oral Communications. MacMillian Co., New York, N.Y. 10001
Capp, Glenn R., How to Communicate Orally. Prentice Hall, Inc., Englewood Cliffs, N.J., 1966.

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1. PREPARATION (of the learner)

   A. Give several students in the class the responsibility of conducting a short meeting on a specified subject. Videotape these attempts to highlight errors which must be improved. This will lead into the lesson.
   B. Define where the skills to conduct meetings are needed in the world of work.
   C. Discuss how one can profit from a meeting. Give ICT (2) 41H1

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Reasons for holding an informal meeting	A. Discuss reasons for holding informal meeting 1. Spike rumors that are circulating. 2. Discuss production figures or schedules. 3. Introduce new employees. 4. Make announcements. 5. Decide on how to raise money for club.
B. Length of meeting and planning	B. Explain limits of meeting 1. Like a women's dress - long enough to cover the subject but short enough to keep it interesting. 2. Usually between 15 - 30 minutes. 3. Set a definite time limit beforehand, announce it, stick to it. 4. Little things effect the message. Show (2) 41T1

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Leading an informal meeting	C. Debate leading an informal meeting 1. Keep meeting on subject. 2. Prevent bull session. 3. Draw out quiet individuals.
D. Procedure for information meeting	D. Criteria for information meeting
1. Make your announcement	1. a. Tell why the meeting is important. b. Tell how it will affect people in meeting.
2. Ask for questions or ask questions.	2. a. In what way will this announcement change company's output. b. What part of meeting is least clear to you.
3. Summarize	3. a. Restate main points. b. Clarify questioned information.
E. Procedure for problem solving meeting	E. Criteria for problem solving meeting.
1. Decide on real problem	1. a. determine if there is a problem. b. be specific about problem.
2. State the facts.	2. a. Causes of problem. b. Decide on importance of problem.
3. List advantages of solving problem	3. a. Company produces more. b. Prevent accidents.
4. List obstacles that stand in way of solving problems.	4. a. Lack of cooperation. b. Not enough trash receptacles. c. Carelessness.
5. Suggest possible solutions.	5. a. List company's obligation. b. List employee's obligation. c. Show (2) 41T2
6. Decide what to do.	6. a. Take action. b. Check results. c. Show (2) 41T3. d. Give (2) 41H2.
F. Use notes but do not read.	F. Problems of using notes 1. Reading loses interest. 2. Makes speaker appear enthusiastic.
G. Common faults of conference leaders	G. Discuss faults of conference leaders 1. Using power of position. 2. Trying to cover too much ground. 3. Getting angry. 4. Talking too much. 5. Starting and finishing late.

3. APPLICATION

   A. Video-tape meetings and allow class to criticize reruns.
   B. Encourage class to use meeting guides in class problem-solving activities.

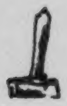
4. TEST

Divide class into groups. Assign leaders and give each group a specific problem to solve in a given period of time. Give (2) 41H3 as guide for reader.

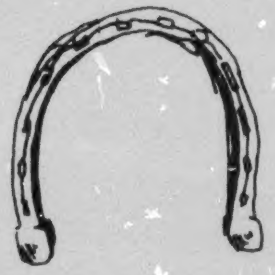
SUGGESTED ACTIVITIES:

Participate in organized youth conferences sponsored by school. Assume chairperson's role when available.

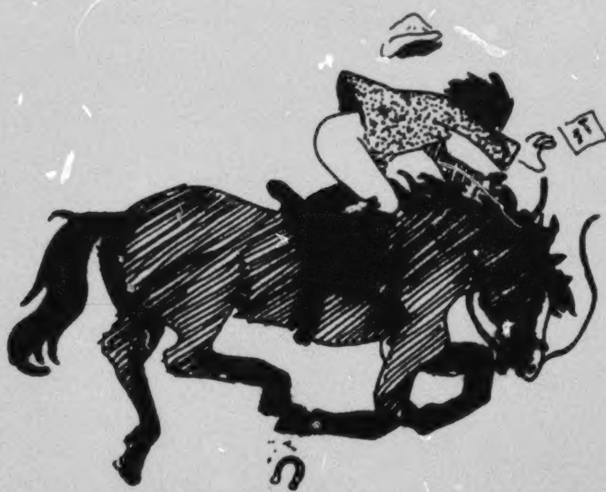
NEXT LESSON: Public Speaking



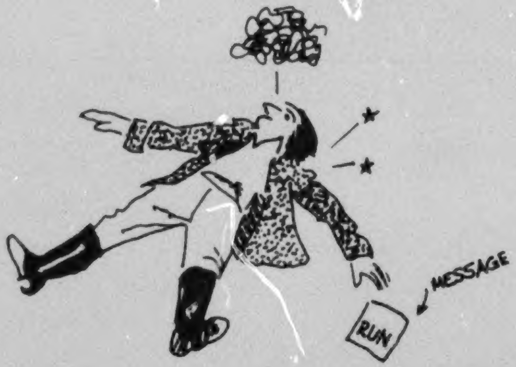
FOR WANT OF A NAIL
THE SHOE WAS LOST



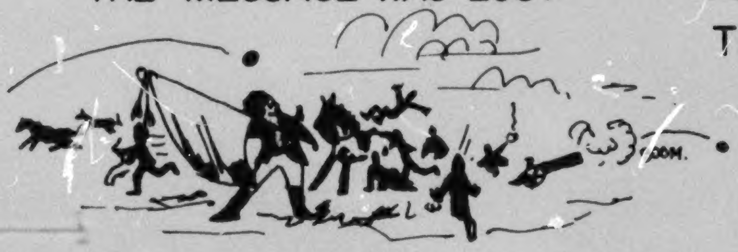
FOR WANT OF A SHOE
THE HORSE WAS LOST



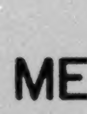
FOR WANT OF A HORSE
THE MESSAGE WAS LOST



FOR WANT OF A MESSAGE
THE BATTLE WAS LOST



FOR WANT OF A BATTLE
THE KINGDOM WAS LOST...

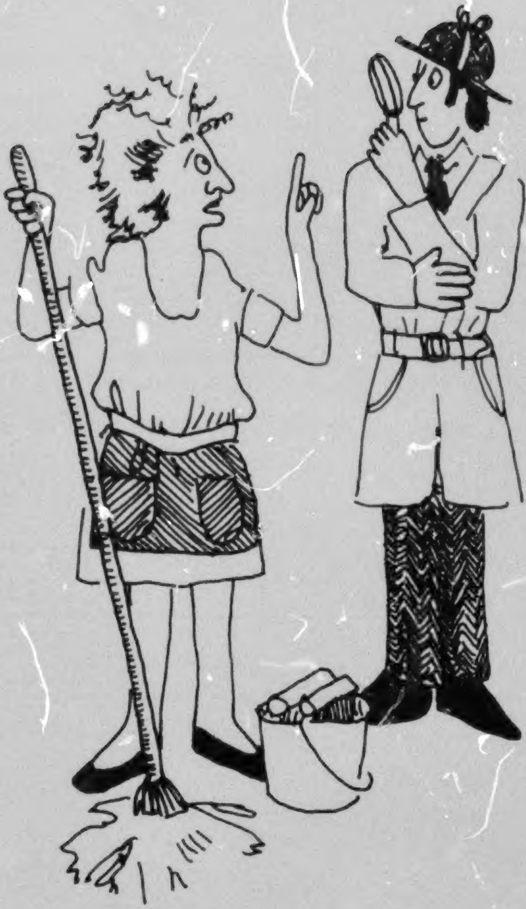


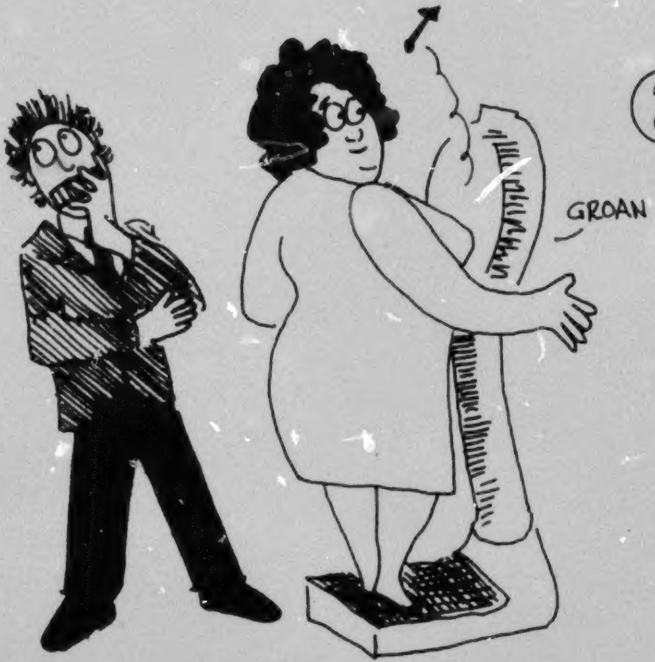
...ALL FOR WANT
OF A NAIL.

LITTLE THINGS AFFECT THE MESSAGE

① GET THE FACTS

REVIEW THE RECORD
FIND OUT WHAT RULES AND PLANT CUSTOMS APPLY.
TALK WITH ALL INDIVIDUALS CONCERNED.
GET OPINIONS AND FEELINGS.





② WEIGH AND DECIDE

FIT FACTS TOGETHER.
CONSIDER RELATIVE IMPORTANCE OF FACTS.
WHAT POSSIBLE ACTIONS ARE THERE?
CHECK AGAINST PRACTICES AND POLICIES
CONSIDER EFFECT ON INDIVIDUALS, GROUP, PRODUCTION.

DON'T JUMP AT CONCLUSIONS!

Transparency (2) 41T2

③ TAKE ACTION

ARE YOU GOING TO HANDLE THIS YOURSELF? DO YOU NEED HELP IN HANDLING? SHOULD YOU REFER THIS TO YOUR SUPERVISOR? WATCH THE TIMING OF YOUR ACTION.

④ CHECK RESULTS

HOW SOON WILL YOU FOLLOW UP?
HOW OFTEN WILL YOU NEED TO CHECK?
WATCH FOR CHANGES IN OUTPUT, ATTITUDES, RELATIONSHIPS.

How to Profit From a Meeting

Meeting are often the subject of jokes. "If there's one thing we all agreed on at the meeting, it's that none of us can agree on anything" may be one your've heard--or told yourself.

Or maybe you've heard the story about the fellow who attended a town meeting to hear the mayor speak. After the meeting had broken up, a friend asked him what the mayor had said. "Come to think of it, I'm not sure," came the reply. "He really didn't say!"

Unfortunately, too many meetings are unproductive. But they shouldn't be. By definition, meetings are designed to bring people together for a common purpose--to solve problems they share or to decide upon some course of action satisfactory to all. And they can--but only if everyone involved is willing to participate and take an interest in the meetings they attend.

MAKING THE MOST OF MEETINGS

Whether the subject is safety or security, cost control or energy conservation, chances are good that you're required to attend a number of meetings each year as a part of your job. To do your part to help make the most of those meetings:

1. Listen closely to what is being said so that you won't miss important points.

2. Once a speaker has finished, ask questions if there is anything you don't understand.

3. And don't hesitate to offer suggestions or give your opinions when they are asked for. Help make the meeting a success--make it a real meeting of the minds.

HOW TO HANDLE A PROBLEM

1. GET THE FACTS

   Review the record.

   Find out what rules and plant customs apply.

   Talk to individuals concerned.

   Be sure you have the whole story.

2. WEIGH AND DECIDE

   Fit the facts together.

   Consider their bearing on each other.

   Check practices and policies.

   What possible actions are there?

   Consider effect on individual, group, and production.

   Don't jump at conclusions.

3. TAKE ACTION

   Are you going to handle this youself?

   Do you need help in handling?

   Should you refer this to your supervisor?

   Watch the timing of your action.

4. CHECK RESULTS

   How soon will you follow up?

   How often will you need to check?

   Watch for changes in output, attitudes, and relationships.

   Did your action help?

DETAILED DUTIES OF THE GOOD CONFERENCE MEMBER

1. Contributes ideas to the discussion

    a. Understands why he is attending the meeting
    b. Makes sure he understands the problem
    c. Understands the facts
    d. Offers facts and ideas
    e. Maintains dissenting views in face of opposition

2. Listens to the ideas of others

    a. Understands the viewpoint of others (tolerance)
    b. Helps others to develop their views and ideas
    c. Is courteous
    d. Is alert
    e. Listens carefully and thinks

3. Considers the problem objectively

    a. Maintains an objective attitude
    b. Avoids giving or accepting opinions as facts
    c. Avoids becoming emotional
    d. Maintains confidences and avoids gossip

4. Contributes to orderly conduct of meeting

    a. Attends the meeting and is prompt
    b. Helps the leader maintain order
    c. Is orderly himself
    d. Arranges matters so that personal interruptions are unneccessary
    e. Avoids side conversations with neighbors
    f. Refrains from dominating the meeting
    g. Stays on the subject

Handout (2) 41H3

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 4
Lesson I

BOOKS

Capp, Glenn R. How to Communicate Orally. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1966.

Hughes, Mary Louise. The Teenager Speechmaking and Debating. Richards Rosen Press, 29 E. 21st St., New York, N.Y. 10010, 1969.

Wiksley, Wesley. Oral Communication. Macmillan Co., New York, N.Y. 10001.

FILMS

How to Conduct a Discussion. Clearly explains some of the basic principles of methods which discussion leaders can use in order to insure effective and satisfying discussions, 25 minutes, 1952, state.

Language and Communication. Gives understanding of our heritage of spoken and written language and its role in the communication of ideas, 16 minutes, color, 1966, state.

TRANSPARENCIES

Communication Process. Consider speech mechanism outlining and interrelationship of audience and speaker visual products division, 3m Company, 3m Center, St. Paul, Minnesota 35101.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 4
Lesson 2

SUBJECT: Public Speaking

OBJECTIVE: To develop student confidence so that he may express himself and relay information to a large group of people.

TEACHING AIDS: Videotape, tape recorder. Transparencies (2) 42T1-2

REFERENCES: Bordeaux, John, How to Talk More Effectively. American Technical Society, 848 E. 58th St., Chicago, Ill. 60637

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1. PREPARATION (of the learner)

A. Inform students concerning the importance of preparing and presenting information to groups in an organized, intelligent, understandable manner.

B. Videotape equipment should be used during speeches to assist in developing the student's style and presentation.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Suggestions for a successful speech	A. Discuss criteria for a successful speech. 1. Know your audience 2. Don't memorize 3. Make an outline 4. Know your subject well 5. Practice your speech 6. Use good eye contact 7. Speak loudly and clearly 8. Be moderate in movement 9. Use gestures for emphasis 10. Show enthusiasm 11. Involve audience 12. Have good posture 13. Be dressed properly Draw other suggestions from students and list on the board.
B. Reasons for speech	B. Discuss reasons for speech 1. To interest 2. To inform 3. To stimulate 4. To convince 5. To persuade 6. To entertain

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Types of speeches	C. Discuss types of speeches 1. Informative 2. Persuasive
D. Speech preparation including content and references	D. Explain criteria for speech preparation and content. 1. Be familiar with subject 2. Use reference materials 3. Maintain a controlling idea 4. Have an appropriate introduction and conclusion 5. Make it concrete and to the point 6. Can be argumentative as well as persuasive Ask students questions concerning the above points. Stress the supplemental reference materials. 1. Illustrations 2. Comparisons and contrasts 3. Specific instances 4. Facts and figures
E. Characteristics of a successful and problem speaker	E. Discuss characteristics of successful and problem speaker. 1. Quality of vocabulary 2. Friendly 3. Firmness 4. Correlation of subject and audience 5. Regard for listeners Show (2) 42T1 Draw suggestions from students to help problem speaker to overcome difficulties and list them on the board.
F. Example of using job related ideas for coop student in organizing a speech.	F. Discuss organizing a speech. 1. Cooperation 2. Attendance 3. Neatness 4. Safety 5. Reliability 6. Thoroughness 7. Accuracy 8. Initiative 9. Efficiency 10. Attitude

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	Show (2) 42T2

3. APPLICATION

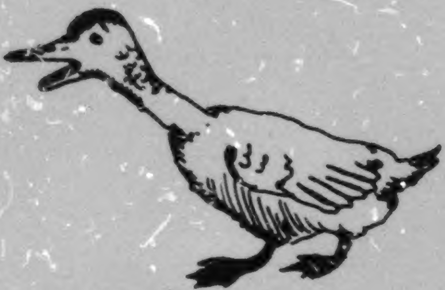
A. Have students make a basic outline of a prepared speech.
B. Play recordings made of a speaker (video or tape recorder) and let students point out the good and bad points of the speech.
C. Have students practice role of speaking and articulation.

4. TEST

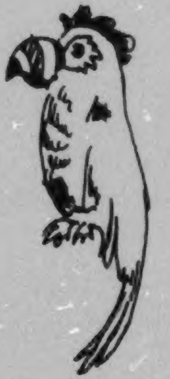
Have each student prepare and present a speech on some phase of his job, VICA or ICT. The student will be evaluated by both the coordinator and the other students in the class. Use evaluation forms. Tape each student's speech and replay it.

5. SUGGESTED ACTIVITIES:

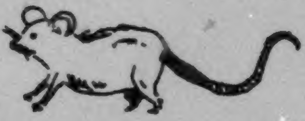
A. Have experienced speakers talk to students. Later have the students evaluate them.
B. Have students enter VICA speech contests.
C. Give students a subject and have them give a 3-minute impromptu speech. (Use lottery system.)



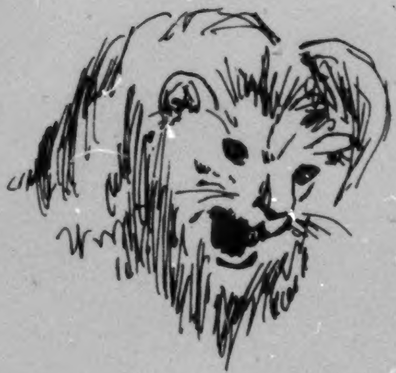
THE HONKER



THE SQUAWKER



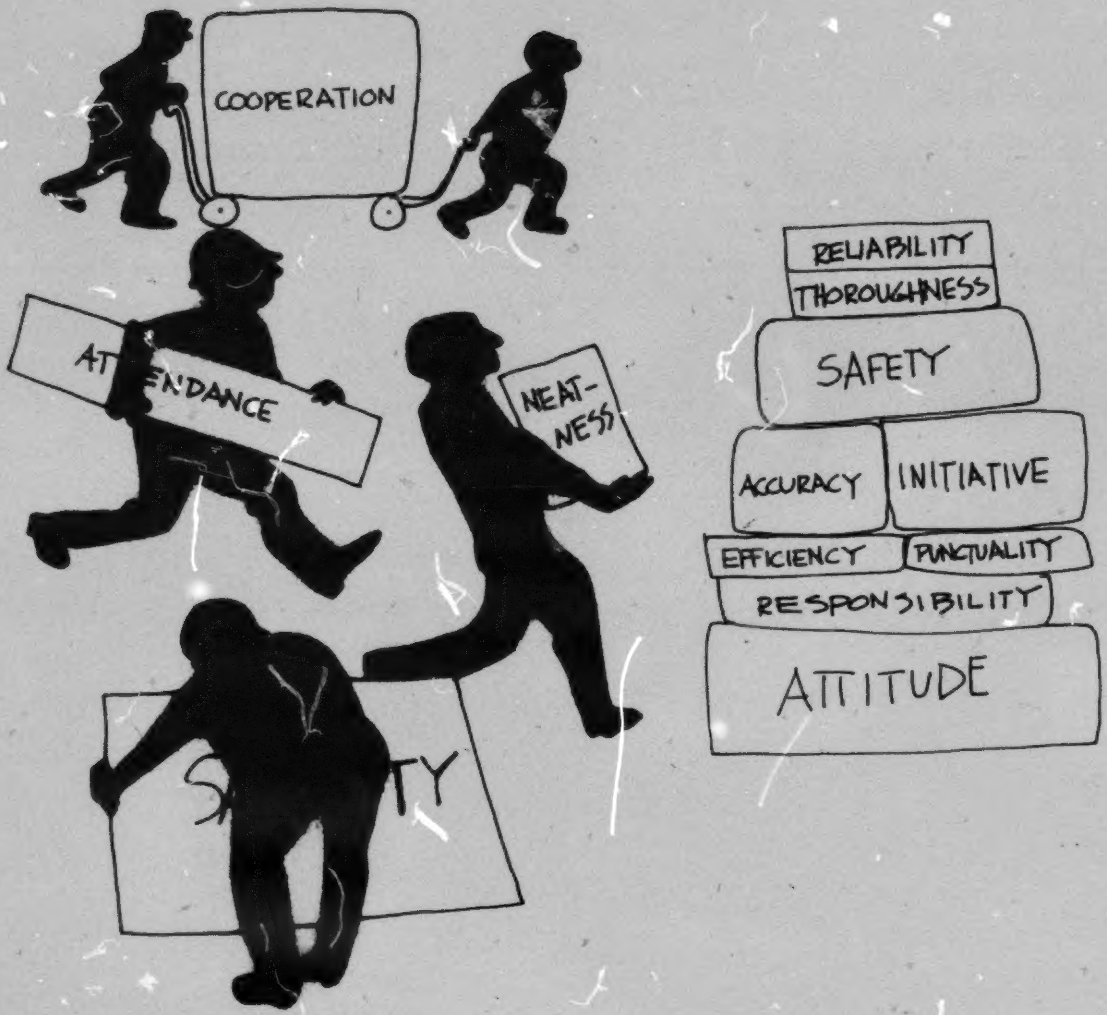
THE SQUEAKER



THE ROARER

PROBLEMS SPEAKERS MIGHT HAVE

Transparency (2) 42T1


COOPERATION
ATTENDANCE
NEAT-NESS
SAFETY
RELIABILITY
THOROUGHNESS
SAFETY
ACCURACY
INITIATIVE
EFFICIENCY
PUNCTUALITY
RESPONSIBILITY
ATTITUDE

ORGANIZING A SPEECH FOR A COOP STUDENT

Transparency (2) 42T2

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 4
Lesson 2

BOOKS

Bordeaux, Jean, How to Talk More Effectively. American Technical Society, 848 E. 58th St., Chicago, Ill. 60637.

E. C. Buehle and Richard L. Johannessen, Building the Contest Oration. The H. W. Wilson Corporation, 950 University Ave., Bronx, New York 10452

Hegarty, Edward, The Successful Speakers Planning Guide. McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, N.Y. 10020, 1970.

McCall, Roy C., Fundamentals of Speech. Macmillan Co., 200 Park Ave., New York, New York 10003.

McFarland, Kenneth, Eloquence in Public Speaking. Prentice Hall, Inc., 521 Fifth Ave., New York, N.Y. 10017, 1966.

Sheffer, Harry, How to Prepare Talks and Oral Reports. Pocket Books, Inc., 630 Fifth Ave., New York, New York 10020, 1963.

Welsh, James J., The Speech Writing Guide. John Wiley & Son, Inc., 605 Third Ave., New York, New York 10016, 1968.

FILMS

Getting Yourself Across. Shows the role of the speaker's personality in putting ideas across to the audience, 21 minutes, color, 1968, state.

TRANSPARENCIES

Oral Communication. Teacher directed text plus 20 visuals. Visual Product Division, 3m Co., 3m Center, St. Paul, Minnesota 35101.

ICT - 2

UNIT 5

UNDERSTANDING INSURANCE

Lesson 1. Why Insurance?

Lesson 2. Auto Insurance

Lesson 3. Life Insurance

Lesson 4. Hospitalization Insurance

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 5
Lesson 1

SUBJECT: Why Insurance?

OBJECTIVE: The student will be able to describe the concept of different types of insurance and define principal terms.

TEACHING AIDS: 16mm Projector, Overhead Projector

MATERIALS: Transparencies (2) 51T1&2 - Student Notebooks; Film, Sharing Economic Risks, 12 minutes, 1962, State. (2) 51H1 - Study-Quiz.

REFERENCES: Policies for Protection. Education Division, Institute of Life Insurance, 277 Park Ave., New York, New York 10022, 1973.
Moderns Make Money Behave. Institute of Life Insurance, 277 Park Ave., New York, New York 10022, 1970.
Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701, 1972.

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1. PREPARATION (of the learner)

A. What is insurance protection?
B. Where do we buy insurance?
C. What types of insurance are there?
D. What is the purpose of insurance companies?

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. The Concept of Insurance	A. Discuss why student must know concepts of insurance. 1. Risks 2. Economic risks 3. Sharing the economic risks 4. Why economic risk sharing is better than individual economic risk bearing. 5. Government regulations 6. Risks that may be insured 7. Show film: Sharing Economic Risks 8. Refer to (2) 51T1 9. Refer to (2) 51T2 10. Explain: Factors which determine cost of premium
B. Define Terms	B. Emphasize why it's important to know terms. 1. Premium 2. Policy 3. Policy holder and insured

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	4. Insurance 5. Insurance agent 6. Property and liability insurance 7. Personal insurance 8. Effective coverage date 9. Benefits 10. Insurable interest 11. List on board and draw the answers from students. 12. Explain: Replacement cost limit. 13. Explain: Acts of God. 14. Clarify: Insurable interest
C. Types of Insurance	C. Emphasize and discuss types of insurance 1. Unemployment Insurance 2. Workman's Compensation 3. Disability 4. Social Security 5. Liability 6. Wage Protection 7. House 8. Refer to (2) 51H1. 9. Explain: liability, wage, protection, house insurance.

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3. APPLICATION

A. Have students give examples of where economic risk sharing has paid off.
B. Have students list 10 different types of things that can be insured.
C. Invite general insurance agent to class. Have students prepare questions to ask.

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4. TEST

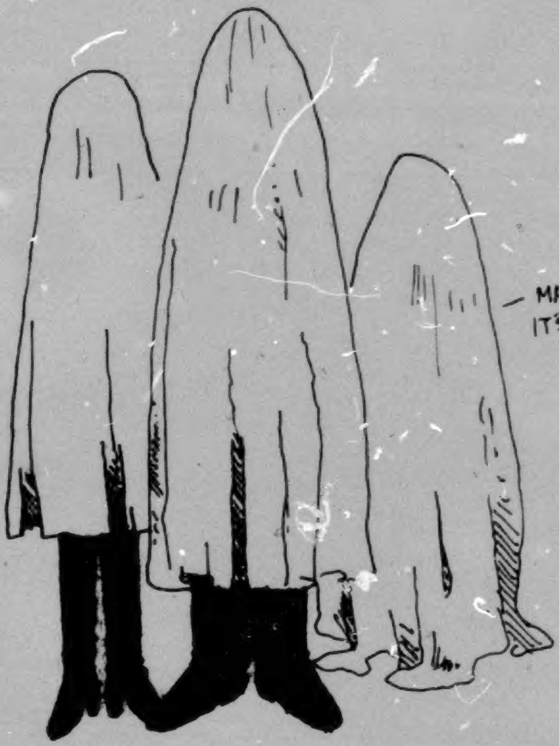
A. Students describe the concept of insurance and define principal terms.
B. Have students complete study-quiz (Rap Session).

SUGGESTED ACTIVITIES:

A. Have students locate articles pertaining to insurance and bring to class.
B. Reading: Succeeding in the World of Work, pp. 315-319.
C. Have insurance agent talk to students about economic risk and let students ask questions.
D. Have students sell insurance to each other.

NEXT LESSON: Auto Insurance

ARE YOU COVERED?


MA-
IT'S DARK IN HERE...

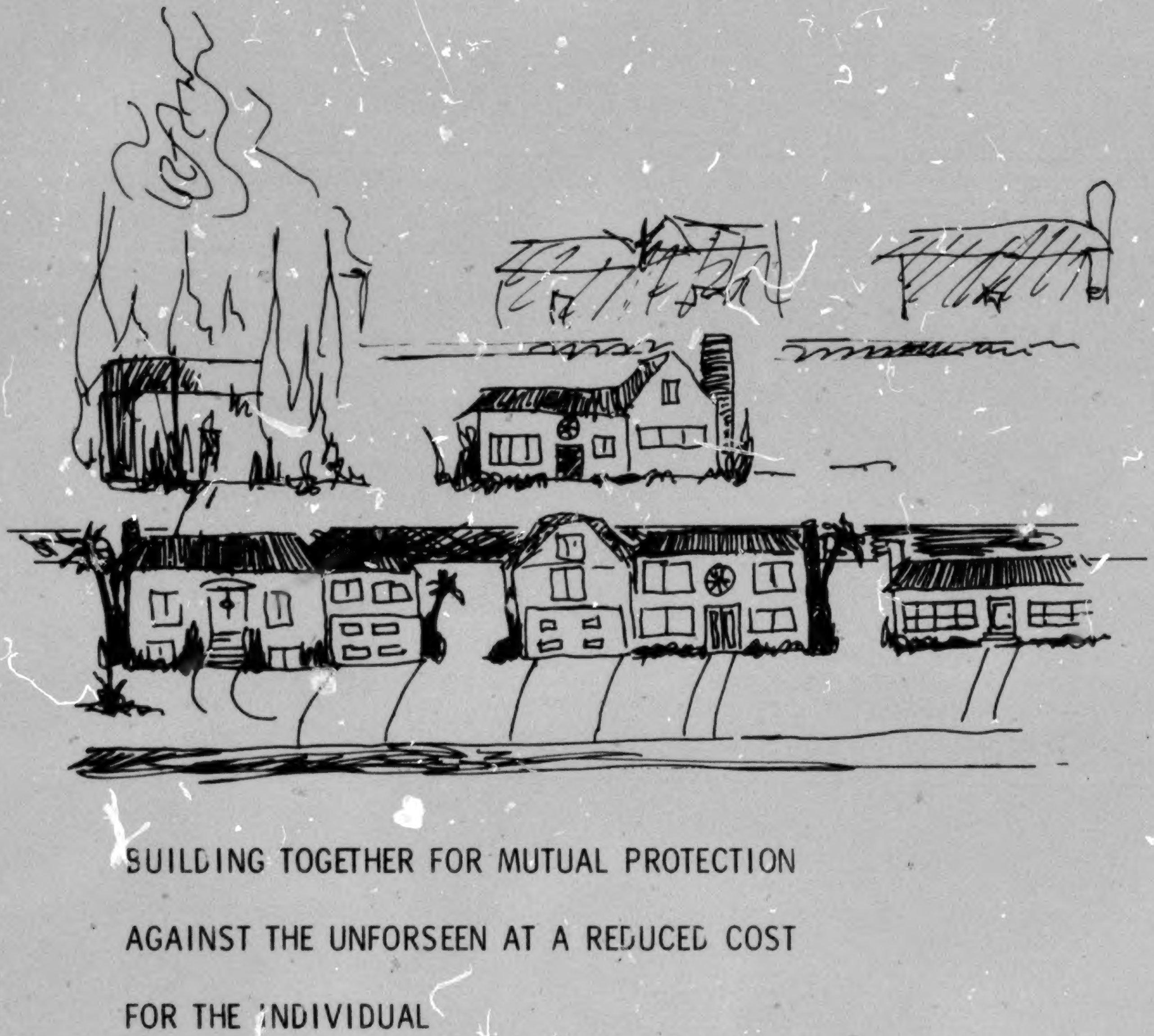
THEFT

PROPERTY DAMAGE

BODILY INJURY

Transparency (2) 51T1

INSURANCE



BUILDING TOGETHER FOR MUTUAL PROTECTION AGAINST THE UNFORSEEN AT A REDUCED COST FOR THE INDIVIDUAL

Transparency (2) 51T2

UNEMPLOYMENT INSURANCE
WORKMEN'S COMPENSATION DISABILITY INSURANCE AND SOCIAL SECURITY

Study-Quiz (Rap Session)

Directions: Read and complete assignment

UNEMPLOYMENT INSURANCE

"Students are not eligible for unemployment insurance since they are not available for full-time employment. A student is deemed not to be in employment under the law if: (1) he is in regular attendance during the daytime in an institution of learning and performs services as a part-time worker during all or part of the school year or regular vacation period; (2) he is working under a cooperative work-study program approved by the State Commissioner of Education and regularly operated and supervised by a local board of education; (3) he is working under a post high school work-study program in a recognized institution of higher learning. Additional information may be obtained from the nearest office of your State Employment Service or from the Bureau of Employment Security, U.S. Department of Labor, Washington, D.C. 20025."

SOCIAL SECURITY

"Social Security is a government-sponsored program administered by the Bureau of Old-Age and Survivors Insurance under the Federal Social Security Act. It provides the worker, his dependents, and survivors with a partial replacement of earnings lost through retirement at or after 65 or by death."

"Most workers are entitled to benefits from the Social Security Act. Among those not covered are certain professional people, some government employees, and employees of some nonprofit organizations. The Social Security Act also excludes children working with either parent."

"The nearest Social Security field office will supply additional information and will provide a form to use in requesting a statement of the account. The record should be checked for accuracy at least every three years as there is a limit to the period in which correction of errors can be made."

WORKMEN'S COMPENSATION

"Workmen's compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work. It is based on the principle that an employer is responsible for physical disability that befalls any of his employees because of working conditions or the work assigned to him.

It is maintained that such a worker should not be penalized further by loss of wages, but that some provision for reasonable payment must be made by the employer and counted as a rightful part of his production costs."

"The worker pays nothing toward workmen's compensation. The employer pays through the State fund or with a private insurance company."

"In case of injury the worker should get immediate medical or surgical treatment for injuries or illness incurred on the job. The employee must notify the employer of accidental injury within thirty days and of disability due to occupational disease within ninety days. Benefit payments are received in proportion to the extent of the injury or illness, time lost, and the average wage law. There is usually a waiting period before eligibility is established for wage compensation payments. If a permanent disability results, rehabilitation training is provided in preparation for other work. In case of an employee's death from occupational causes, his family or dependents receive compensation."

"An employer is liable only when negligence can be proven. Parental consent signature does not alter the situation. Double compensation benefits for those under 18 years must be paid if negligence is proven. In the event of a permanent injury, a minor may receive compensation on the basis of the earnings of an adult in the same industry or line of work."

"For further information contact the local Workmen's Compensation Board Office."

DISABILITY INSURANCE

"Students are not eligible for disability benefits and should not be required to pay toward any benefits. Most firms employing four or more full-time workers are covered by this insurance law."

"Workers pay a certain set amount that is regularly withheld from their pay checks. The employer, who contributes the balance of the cost for protection, may arrange for the benefit payments by insurance through the State fund, a private insurance company, or self-insurance established by his firm."

"Disabled workers may receive a portion of their average weekly wage up to a certain maximum weekly benefit. Maximum periods of annual payment are established."

"For further information, apply to the local office or the State Capitol Office of the Workmen's Compensation Board."

From: Cooperative Education Handbook for Teacher-Coordinators by Gordon F. Law. The American Technical Society, 1970, pp. 29-30.

Study Quiz (cont.)

ASSIGNMENT:

Write a defense of your opinion to the following statements:

1. "Part-timers" should be eligible for unemployment insurance.
2. I.C.T. students should pay for their own on-the-job accident and sickness expenses out of their own "pockets".
3. Since I.C.T. students are eligible for workmen's compensation, they should also be eligible for disability insurance.

Handout (2) 51H1

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 5
Lesson 1

BOOKS

Kimbell, Grady and Ben Vineyard, Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701, 1972.

Magee, John H., General Insurance. Irwin Publishing Company, Homewood, Illinois 60430, 1965.

Mehr, Robert I., Principles of Insurance. Irwin Publishing Company, Homewood, Illinois 60430, 1967.

Riegel, Robert, Insurance Principles and Practice. Prentice Hall, Englewood Cliffs, New Jersey 07632, 1966.

BOOKLETS

Buying Insurance. Department of the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20000.

A Family Guide to Property and Liability Insurance. Insurance Information Institute, 110 William Street, New York, New York 10038, 3rd Ed.

Insurance for the Home. Insurance Information Institute, 110 William Street, New York, New York 10038.

Policies for Protection. Institute of Life Insurance, 277 Park Ave., New York, New York 10022, 1973.

The Worry Go Round. The Connecticut Life Insurance Company, Hartford, Connecticut 06101.

FILMS

Sharing Economic Risks. Shows how insurance works and defines insurance terms. Illustrates the economic risks we face and the importance of life and property insurance. 12 minutes, 1962, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 5
Lesson 2

SUBJECT: Auto Insurance

OBJECTIVE: The students will be able to describe the various coverages of automobile insurance and be able to correctly complete a Virginia Accident Report.

TEACHING AIDS: Overhead projector, student notebooks

MATERIALS: Transparencies (2) 52T1-6, policy from student. Handouts (2) 52H1-3.

REFERENCES: Do You Know? Insurance Information Institute, 110 William Street, New York, New York 10038. Succeeding in the World of Work. McKnight and McKnight Publishing Company, Bloomington, Illinois 61701.

SPEAKER: Auto Insurance Agent

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1. PREPARATION (of the learner)

- A. Introduction (refer to Pretest (2) 52H1.
- B. What is adequate auto coverage?
- C. Can you afford not to buy insurance when you buy your car?
- D. Relate incident of accident without insurance.

---

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Basic Coverages of Automobile Insurance	A. Discuss coverages available for cars.
1. Bodily injury liability	1. Discuss bodily injury liability. a. Who is covered? b. What is covered? c. Premium and limits d. Advantages of owning e. Disadvantages of owning f. Refer to (2) 52T1 g. Point out state requirements for liability.
2. Property damage liability	2. Discuss property damage liability. a. Who is covered? b. What is covered? c. Premium and limits d. Advantages of owning e. Disadvantages of owning f. Point out state requirements for property damage.

7. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	g. STRESS: Both bodily injury and property damage are sold together.
3. Medical payment insurance	3. Discuss medical insurance payment a. Who is covered? b. What is covered? c. Limits of coverage d. Advantages of owning e. Disadvantages of owning f. Refer to (2) 52T2 g. STRESS: how premiums are established and the role of the Virginia State Corporation Commission.
4. Collision	4. Discuss collision a. Who is covered? b. What is covered? c. Policy limits and deductibles d. Advantages of owning e. Disadvantages of owning f. STRESS: Necessary if financing company has a loan on car. Good to have on late model cars. g. Refer to (2) 52T3.
5. Comprehensive	5. Discuss comprehensive insurance a. Who is covered? b. What is covered? c. Premium and limits d. Advantages of owning e. Disadvantages of owning f. Refer to (2) 52T4 g. Ask: What would you do if someone stole the wheels off your car?
B. Assigned Risk Insurance	B. Discuss Assigned Risk Insurance 1. Who is covered? 2. What is covered? 3. Premium, why it is high 4. Advantages of owning 5. Disadvantages of owning 6. STRESS: This is Virginia automobile insurance. Assigned by the state of Va. Assigned company has to carry insured for 3 years. Cannot be cancelled unless premium not paid.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Other Auto Coverages 1. Uninsured motorist	C. Discuss other coverages. 1. Discuss uninsured motorist. a. Who is covered? b. What is covered? c. Premium d. Advantages of owning e. Disadvantages of owning f. Refer to (2) 52T5 g. Ask: What would happen if you were in an accident with an uninsured motorist? h. Explain: Uninsured motorist fee and coverage.
2. Motorcycle Insurance	2. Discuss Motorcycle Insurance a. Similiarities to auto insurance b. Differences from auto insurance c. Specific limitations d. Premium e. Explain: Motorcycle liability, property damage, and medical insurance coverage.
3. Auto Club Insurance	3. Provides blanket services especially when out of state.
4. Road service	4. Discuss types of road service. a. What is covered? b. Advantages of owning c. Disadvantages of owning d. Premium e. Refer to (2) 52T6.
D. No-Fault Insurance	D. Discuss No-Fault Insurance 1. What is no-fault insurance? 2. Advantages 3. Disadvantages 4. STRESS: Not in effect in Virginia; only a few states have it. 5. STRESS: Premium savings and why (from Massachusetts and Florida experiment).
E. Define Terms	E. Discuss the terms. 1. Claim 2. Coverage 3. Deductible 4. Driver Classification

3. APPLICATION

A. Bring in auto insurance agent for question and answer session.
B. Have local police officer discuss accident report.

4. TEST

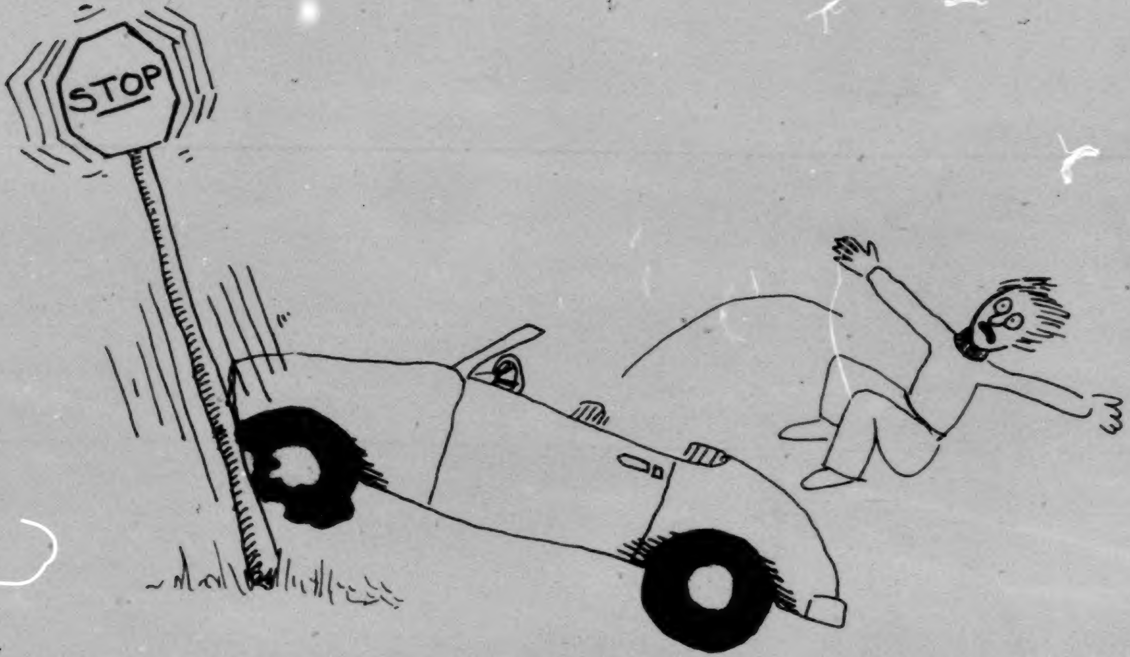
A. Have student determine the amount of adequate coverage they will need for their auto.
B. Have students read and discuss "In Case of Accident," refer to (2) 52H2.
C. Have students complete motor vehicle accident report, (2) 52H3.

SUGGESTED ACTIVITIES:

Read and Discuss: Succeeding in the World of Work, pp. 318-324.

NEXT LESSON: Life Insurance

LIABILITY INSURANCE IS REQUIRED BY LAW:

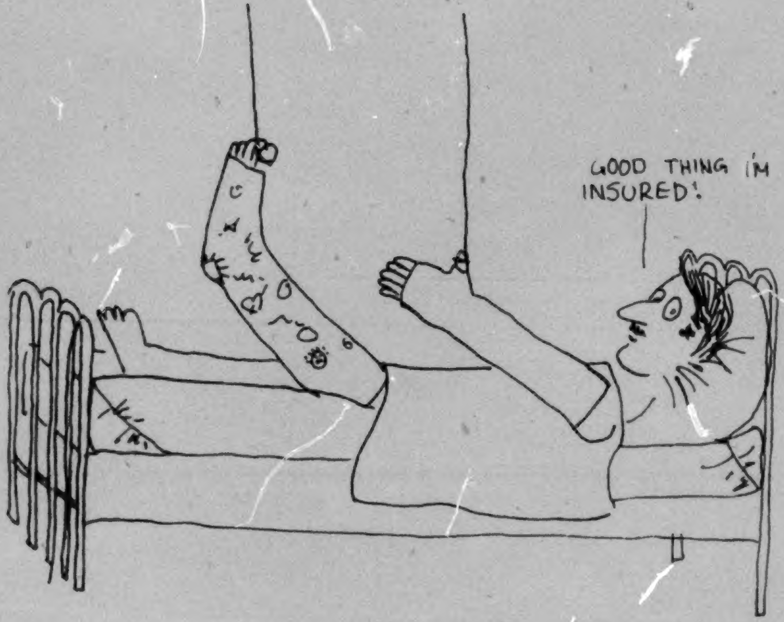


1. PROPERTY DAMAGE

2. BODILY INJURY CAUSED BY YOUR CAR

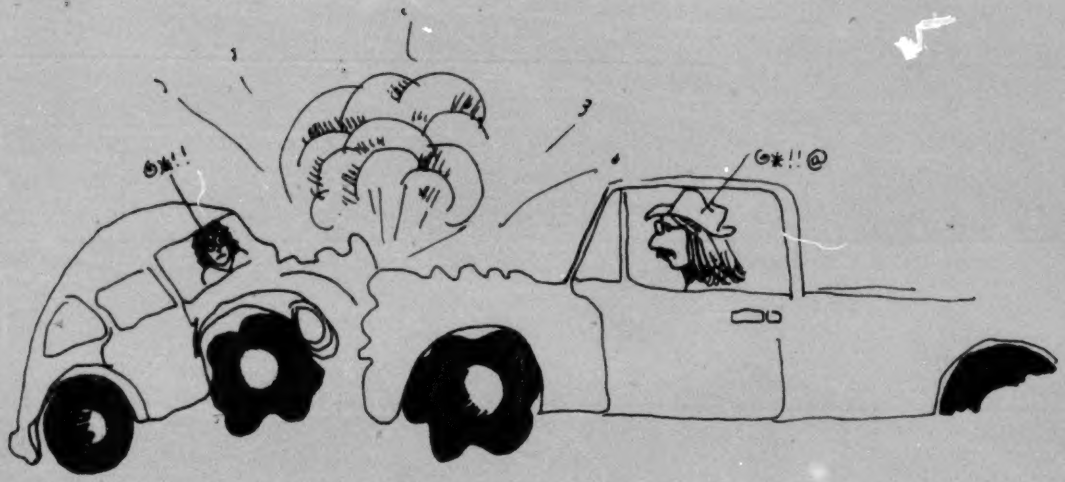
Transparency (2) 52T1

173


GOOD THING I'M INSURED!

AUTO INSURANCE

MEDICAL INSURANCE IS NOT REQUIRED BY LAW. IT PAYS DOCTOR AND HOSPITAL BILLS CAUSED BY ACCIDENT _IF_ INSURED

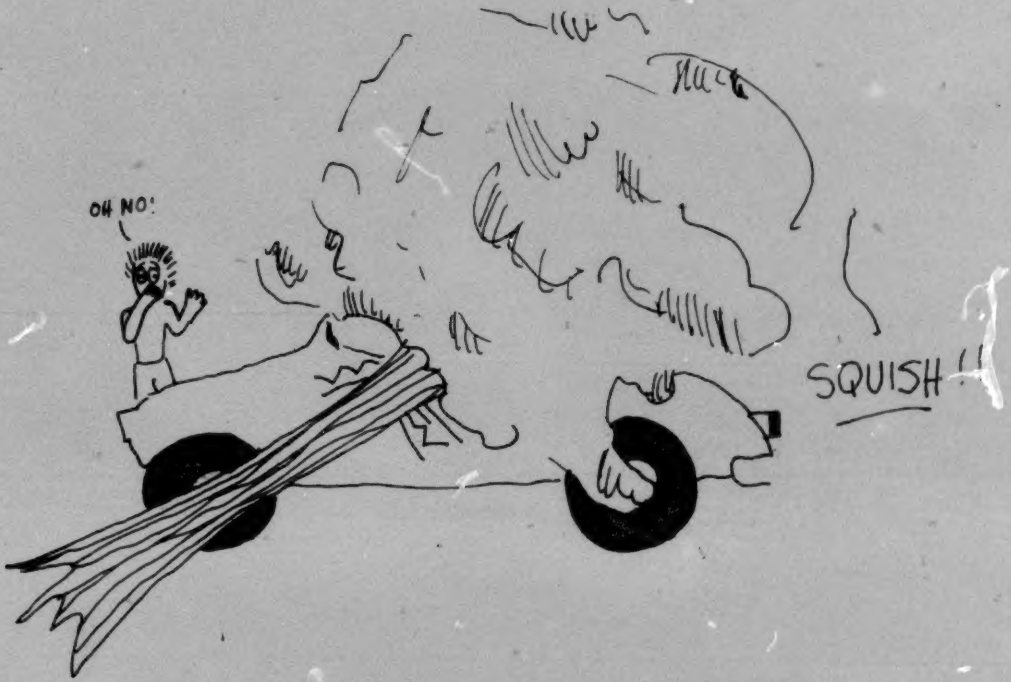


COLLISION INSURANCE IS NOT REQUIRED BY LAW

IT PROVIDES THE INSURED WITH:

1. BLUE BOOK VALUE IF CAR IS TOTALLY DISTROYED.
2. THE REPAIR OF DAMAGED PARTS AND FINISHES.

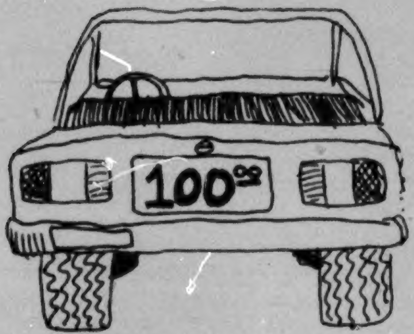
COLLISION INSURANCE ALMOST ALWAYS HAS A DEDUCTABLE CLAUSE.


OH NO!
SQUISH!!

COMPREHENSIVE INSURANCE IS NOT REQUIRED BY LAW. IT PROVIDES ADDITIONAL COVERAGE FOR YOUR CAR AGAINST FIRE, WIND, THEFT, AND GLASS BREAKAGE.

Transparency (2) 52T4

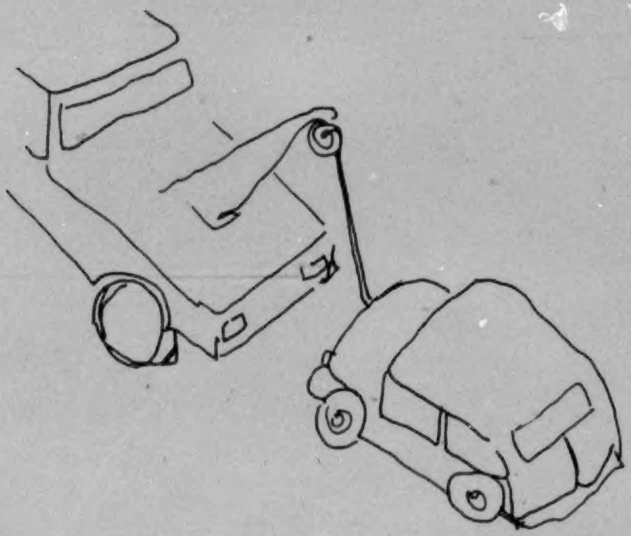
179



DRIVERS WITHOUT LIABILITY INSURANCE ARE REQUIRED BY LAW TO PAY THE UNINSURED MOTORIST FEE.

THIS IS A FUND USED TO PAY FOR DAMAGES WHEN UNINSURED MOTORISTS ARE INVOLVED.

TOWING INSURANCE



IS NOT REQUIRED BY LAW. IT AFFORDS COVERAGE IF A VEHICLE BREAKS DOWN AND MUST BE TOWED IN FOR REPAIR.

OPTIONAL PRETEST

1. Who can purchase liability insurance?

2. Does the State of Virginia require drivers to have a minimum of liability insurance protection?

3. In what way are students able to get a discount on liability insurance?

4. Can you lawfully drive without liability insurance? Explain.

5. Who is an uninsured motorist and why is he lawfully able to drive without liability insurance?

Handout (2) 52H1

IN CASE OF ACCIDENT

1. Check to see if anyone is injured.

2. Do not leave the scene of an accident.

3. Notify State Police or Highway Patrol.

4. Take date, location, time of accident, names and addresses of persons involved, injured persons, and witnesses.

5. Do not accept responsibility of risk before notifying your agent or company.

6. Notify agent or company.

7. Do not discuss accident, but record remarks and discussions made.

WHEN FILING REPORT OF AN ACCIDENT, CHECK YOUR DRIVERS LICENSE AND USE THE EXACT NAME, DATE OF BIRTH AND LICENSE NUMBER SHOWN ON THE CARD.

COMMONWEALTH OF VIRGINIA

DIVISION OF MOTOR VEHICLES

Box 27412 Richmond 23269

Motor Vehicle Accident Report

WHEN FILING REPORT OF AN ACCIDENT SHOW THE EXACT MONTH, DAY AND YEAR, THE DAY OF WEEK, THE HOUR AND THE CORRECT NAME OF THE CITY, TOWN OR COUNTY IN WHICH IT OCCURRED.

INSTRUCTIONS

The driver of any vehicle involved in any accident resulting in injuries or death to any person or property damage to an apparent extent of $250 or more, must within 5 days file a report of the accident with the Division of Motor Vehicles. If the driver is physically incapable of filing a report an occupant able to make a report must do so. A witness may also be required to file a report.

All such reports received from drivers, occupants, and witnesses are for the confidential use of the Division and cannot be used for evidence in any trial, either civil or criminal.

Title 46.1, Chapter 6, Code of Virginia of 1950, as amended.

Failure to report an accident within 5 days or failure to give correctly the information required in connection with any requisite report is a misdemeanor, and shall constitute a ground for suspension or revocation of operator's and chauffeur's licenses and registration plates of the person failing to make the report.

The purposes of this report are to obtain information necessary to the administration of the Safety Responsibility Law and to obtain data useful in accident prevention. Complete and clear answers to all questions are necessary. An accurate original report will avoid the necessity for supplementary reports. If you have difficulty in filling out the report, consult your nearest police authority.

IF INSURED, BE SURE TO SHOW THE CORRECT NAME OF INSURANCE COMPANY AND POLICY NUMBER.

1. Use typewriter or write plainly in ink.
2. Print all names and addresses.
3. Answer all questions to the best of your knowledge. If unable to answer any question, mark "not known."
4. Under "Location of Accident" and on diagram show sufficient information to locate exact scene of the accident.
5. Under "Type of Vehicle" indicate the exact type or combination of vehicles, i.e., coach, sedan and 2-wheel house trailer, tractor and semi-trailer, truck and 4-wheel trailer, motorcycle, etc.
6. The nature and extent of all damages and injuries must be clearly and completely stated. Wherever a doctor's statement of injuries or a garage estimate of the cost of repairs is immediately available, give this information. Otherwise give your careful estimate.
7. A mini-bike, trail-bike, bicycle or animal-drawn vehicle should be recorded as a vehicle for the purpose of this report. A person on skates, coaster wagon, sled, etc., should be classed as a pedestrian. Describe the conveyance and indicate exact location in the street or highway.
8. If accident involved a fixed object, describe fully and show its exact location and whether it was protected by flags, painting and/or lights.
9. Use a second report form or a sheet of plain paper of the same size to report additional vehicles, injured persons, or witnesses, or any other information for which there is insufficient space.
10. Sign the report in the space provided.

Handout (2) 52H3

F. R. 300 Rev. 1-75

WITHIN 5 DAYS MAIL TO: DIVISION OF MOTOR VEHICLES, BOX 27412, RICHMOND, VIRGINIA 23269

TIME

DATE OF ACCIDENT (6-7) MONTH (8-9) DATE (10) YEAR DAY OF WEEK (11) HOUR A.M. (12-13) P.M.

DO NOT WRITE IN THIS SPACE

NO.

CA

LET

LET

TYPE

(1-2-3-4-5)

NO

CODED BY

TYPE

FAT P.I. PD 50 P.D.U.

T.T B.V.S. HSP OFF

LOCATION

(14-15-16)

COUNTY CITY OR TOWN

(17)

IF ACCIDENT OCCURRED IN RURAL AREA INDICATE DISTANCE IN MILES AND TENTHS OF MILE FROM NEAREST TOWN. USE TWO DISTANCES AND TWO DIRECTIONS IF NECESSARY

MILES NORTH

MILES SOUTH

MILES EAST

MILES WEST

OF ☐ LIMITS OF CITY OR TOWN

ACCIDENT HAPPENED ON (18-19-20)

GIVE NAME OF STREET OR HIGHWAY NUMBER (U.S. OR STATE) IF NO HIGHWAY NUMBER IDENTIFY BY NAME

(21)

CHECK AND COMPLETE ONE

☐ AT ITS INTERSECTION WITH OR IF — NAME OF INTERSECTING STREET OR HIGHWAY NUMBER

☐ NOT AT INTERSECTION

FEET NORTH OF

FEET SOUTH

FEET EAST

FEET WEST

URBAN - LOCATE TO NEAREST INTERSECTING STREET, HOUSE NUMBER, BRIDGE, RAILROAD CROSSING, ALLEY, DRIVEWAY, UNDERPASS, NUMBERED TELEPHONE POLE, OR OTHER IDENTIFYING LANDMARK

RURAL - LOCATE TO NEAREST INTERSECTION. SHOW EXACT DISTANCE USING TWO DIRECTIONS AND TWO DISTANCES IF NECESSARY

(22)

ROAD

ALIGNMENT (CHECK ONE)
(23)
- 1 ___ STRAIGHT-LEVEL
- 2 ___ CURVE-LEVEL
- 3 ___ GRADE-STRAIGHT
- 4 ___ GRADE-CURVE
- 5 ___ HILLCREST-STRAIGHT
- 6 ___ HILLCREST-CURVE
- 7 ___ DIP-STRAIGHT
- 8 ___ DIP-CURVE

SURFACE CONDITION (CHECK ONE)
(24)
- 4 ___ DRY
- 5 ___ WET
- 6 ___ SNOWY
- 7 ___ ICY
- 8 ___ MUDDY
- 9 ___ OILY

DEFECTS (CHECK ONE)
- 12 ___ UNDER REPAIR
- 3 ___ LOOSE MATERIAL
- 1 ___ HOLES, RUTS, BUMPS
- 2 ___ SOFT OR LOW SHOULDER
- 3 ___ NO DEFECTS

TRAFFIC CONTROL (CHECK ONE)
(25)
- 4 ___ OFFICER OR WATCHMAN
- 1 ___ STOP AND GO LIGHT
- 2 ___ STOP SIGN
- 3 ___ SLOW OR WARNING SIGN
- 7 ___ RAILROAD GATES OR SIGNALS
- 12 ___ TRAFFIC LANES MARKED
- 5 ___ NO PASSING LINES
- 0 ___ YIELD SIGN
- 9 ___ ONE WAY ROAD OR STREET
- 8 ___ RAILROAD WATCHMAN
- 8 ___ NO TRAFFIC CONTROL

KIND OF LOCALITY (CHECK ONE)
(26)
- 12 ___ BUSINESS OR INDUSTRIAL
- 0 ___ RESIDENTIAL DISTRICT
- 1 ___ SCHOOL, CHURCH OR PLAYGROUND ZONE
- 2 ___ OPEN COUNTRY

LIGHT (CHECK ONE)
- 4 ___ DAYLIGHT
- 5 ___ DUSK
- 6 ___ DAWN
- 7 ___ DARKNESS-STREET OR HIGHWAY LIGHTED
- 8 ___ DARKNESS-STREET OR HIGHWAY NOT LIGHTED

WEATHER (CHECK ONE)
(27)
- 1 ___ CLEAR
- 2 ___ CLOUDY
- 3 ___ FOG
- 4 ___ MIST
- 5 ___ RAINING
- 6 ___ SNOWING
- 7 ___ SLEETING
- 8 ___ SMOKE-DUST

SURFACE
- ___ CONCRETE
- ___ BLACKTOP
- ___ BRICK
- ___ GRAVEL
- ___ DIRT

SPECIFY OTHER

VEHICLES

Your Vehicle-No. 1 (28) (29) (30) *Office Use Only*

Make Type (Sedan, Truck, Taxi, Bus, etc.) Year Was Vehicle Insured? Yes or No Vehicle License Plate Year State Number Ins. Code

(31) (32) (33)

Driver's Name First Middle Initial Last Street or R.F.D. City and State Born (Mo., Day, Yr.) Sex Race

(35)

Driver's Occupation Driving Experience Years Driver's License State Number ☐ Chauffeur ☐ Operator ☐ Beginner Soc. Sec. Number

(34) Carpenter, Clerk, etc.

Owner's Name First Middle Initial Last Street or R.F.D. City and State Estimated Speed Before Acc. M.P.H. (36-37) Speed Limit M.P.H. Maximum Safe Speed M.P.H.

Driver's License State Number Was Safety Belt Installed? Yes ☐ No ☐ Was Belt in use? Yes ☐ No ☐

State Parts of Vehicle Damaged Approximate Cost to Repair Vehicle $

Other Vehicle-No. 2 (38) (39) (40) *Office Use Only*

Make Type (Sedan, Truck, Taxi, Bus, etc.) Year Was Vehicle Insured? Yes or No Vehicle License Plate Year State Number Ins. Code

(41) (42) (43)

Driver's Name First Middle Initial Last Street or R.F.D. City and State Born (Mo., Day, Yr.) Sex Race

(45)

Driver's Occupation Driving Experience Years Driver's License State Number ☐ Chauffeur ☐ Operator ☐ Beginner Soc. Sec. Number

(44) Carpenter, Clerk, etc.

Owner's Name First Middle Initial Last Street or R.F.D. City and State Estimated Speed Before Acc. M.P.H. (46-47) Speed Limit M.P.H. Maximum Safe Speed M.P.H.

Driver's License State Number Was Safety Belt Installed? Yes ☐ No. ☐ Was Belt in use? Yes ☐ No ☐

State Parts of Vehicle Damaged Approximate Cost to Repair Vehicle $

For Other Vehicles Use Another Form

Total Vehicles Involved

NOTE! DO NOT WRITE IN BOXES.

NOTE! DO NOT WRITE IN BOXES.

Damage to Property Other than Vehicles (48)

Name Object, Show Ownership, and State Nature of Damage

Approximate Cost to Repair $

INJURED

Name Address ☐ Driver ☐ Passenger ☐ Pedestrian ☐ Bicyclist In Vehicle No. (51)

Age Sex (50) Nature and Extent of Injury

(49) Race Was Person Killed

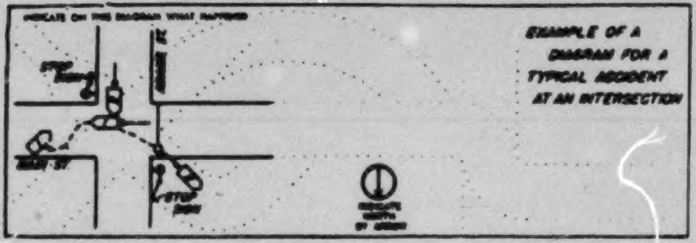
Name Address ☐ Driver ☐ Passenger ☐ Pedestrian ☐ Bicyclist In Vehicle No. (54)

Age Sex (53) Nature and Extent of Injury

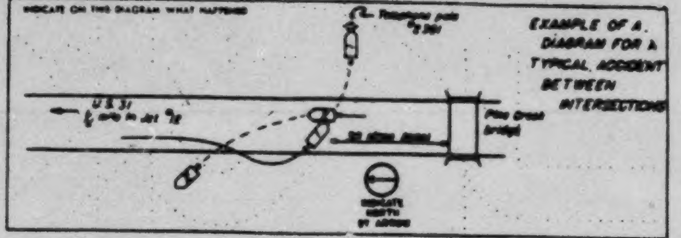
(52) Race Was Person Killed

Total Injured

Handout (2) 52H3 (cont.)


INDICATE ON THE DIAGRAM WHAT HAPPENED
EXAMPLE OF A DIAGRAM FOR A TYPICAL ACCIDENT AT AN INTERSECTION
STOP SIGN
MAIN ST.
STOP SIGN
INDICATE NORTH BY ARROW

No 2, going north on Adams Street failed to stop before entering intersection with Main Street. No. 1 was going east on Main Street. No. 2 struck the right rear side of No. 1 and then went over the curb at the northwest corner after striking a pedestrian. The pedestrian was crossing Main Street from the southwest corner to the northwest corner.


INDICATE ON THE DIAGRAM WHAT HAPPENED
Telephone pole
EXAMPLE OF A DIAGRAM FOR A TYPICAL ACCIDENT BETWEEN INTERSECTIONS
U.S. 31
Pine Creek bridge
INDICATE NORTH BY ARROW

The right front wheel of No. 1 slipped off the edge of the pavement. In getting back on the pavement the driver turned too sharply and allowed his car to go to the wrong side of the road where it struck the left rear side of No. 2. Both vehicles left the roadway after the collision and No. 1 then struck a telephone pole.

INSTRUCTIONS FOR LOCATING ACCIDENT AND MAKING DIAGRAM

WHAT TO SHOW ON THE DIAGRAM:

(1) Directions from which vehicles (or vehicle) were approaching before accident; same for pedestrian.
(2) Point of collision. (Can often be determined from debris in roadway.)
(3) Where vehicles (or vehicle) came to rest after collision.

WHAT TO SELECT AS LANDMARK, FROM WHICH TO MEASURE DISTANCES:

(1) A NUMBERED telephone or electric power pole nearby is most satisfactory, particularly in rural areas. BUT DO NOT USE AN UNNUMBERED POLE.
(2) If there is no nearby numbered pole, other good landmarks in rural areas are: culvert headwall (number to be recorded, if any); house, barn, railway crossing.
(3) In cities, measurements may be taken from the curb line of nearest cross street. Houses and business places in cities can always be identified by street number.

HOW TO TAKE MEASUREMENTS:

(1) Use tape-line, yardstick, or other measuring instrument, if available.
(2) If not available, measure by stepping off distance. Walk with customary stride; do not try to lengthen steps. Report the number of steps, as taken along the roadway, and state whether steps were taken by man or woman.

INVESTIGATING OFFICERS ARE REQUIRED TO FILE AN OFFICIAL REPORT SEPARATELY FROM THE REPORT OF EACH DRIVER INVOLVED. OFFICERS SHALL SIGN THEIR REPORTS IN THE SPACE PROVIDED AT BOTTOM OF REPORT. NOTE: INVESTIGATING OFFICERS SHALL NOT SIGN A REPORT MADE BY A DRIVER.

THE DRIVER OF EACH MOTOR VEHICLE INVOLVED IN AN ACCIDENT MUST MAKE A SEPARATE REPORT EVEN THOUGH A REPORT IS MADE BY AN ENFORCEMENT OFFICER.

LOCATION IN VEHICLE OF PERSONS KILLED AND INJURED
(CHECK ONE FOR EACH PERSON KILLED AND INJURED)

	VEHICLE 1 (55)	VEHICLE 2 (56)		VEHICLE 1 (55)	VEHICLE 2 (56)
	KILLED			INJURED	
1	___	___	FRONT LEFT	___	___
2	___	___	FRONT CENTER	___	___
3	___	___	FRONT RIGHT	___	___
4	___	___	REAR LEFT	___	___
5	___	___	REAR CENTER	___	___
6	___	___	REAR RIGHT	___	___

INDICATE ON THIS DIAGRAM WHAT HAPPENED.

(57) (58)
INDICATE NORTH BY ARROW

INSTRUCTIONS

1. FOLLOW DOTTED LINES TO DRAW OUTLINE OF ROADWAY AT PLACE OF ACCIDENT.
2. NUMBER EACH VEHICLE AND SHOW DIRECTION OF TRAVEL BY ARROW.
3. USE SOLID LINE TO SHOW PATH BEFORE ACCIDENT, DOTTED LINE AFTER ACCIDENT
4. SHOW PEDESTRIAN BY
5. SHOW RAILROAD BY
6. SHOW DISTANCE AND DIRECTIONS TO LANDMARKS. IDENTIFY LANDMARKS BY NAME OR NUMBER.

DESCRIBE WHAT HAPPENED

(REFER TO VEHICLES BY NUMBER)

USE THIS SPACE FOR LISTING ADDITIONAL INJURED PERSONS. ALSO EXPLAIN QUESTIONS NOT FULLY ANSWERED BY CHECKING IN THE SPACES PROVIDED AND REASON FOR SUBMITTING IF SUPPLEMENTARY.

IF MORE SPACE IS NEEDED USE ANOTHER FORM OR A SHEET OF PAPER THE SAME SIZE

(59)

OFFENSES
CHARGED (DRIVER)

DRIVERS' ACTIONS INDICATED
(CHECK ONE FOR EACH DRIVER)

DRIVER
1 2

(60) (63)
1___ ___ EXCEEDED SPEED LIMIT
2___ ___ EXCEEDED SAFE SPEED BUT NOT SPEED LIMIT
3___ ___ OVERTAKING ON HILL
4___ ___ OVERTAKING ON CURVE
5___ ___ OVERTAKING AT INTERSECTION
6___ ___ IMPROPER PASSING OF SCHOOL BUS
7___ ___ CUTTING IN
8___ ___ OTHER IMPROPER PASSING
9___ ___ WRONG SIDE OF ROAD-NOT OVERTAKING

(61) (64)
12___ ___ DID NOT HAVE RIGHT-OF-WAY
0___ ___ FOLLOWING TOO CLOSE
1___ ___ FAILED TO SIGNAL OR IMPROPER SIGNAL
2___ ___ IMPROPER TURN-WIDE RIGHT TURN
3___ ___ IMPROPER TURN-CUT CORNER ON LEFT TURN
4___ ___ IMPROPER TURN FROM WRONG LANE
5___ ___ OTHER IMPROPER TURNING
6___ ___ IMPROPER BACKING
7___ ___ IMPROPER START FROM PARKED POSITION
8___ ___ DISREGARDED OFFICER OR WATCHMAN
9___ ___ DISREGARDED STOP-GO-LIGHT

(62) (65)
12___ ___ DISREGARDED STOP OR YIELD SIGN
0___ ___ DISREGARDED SLOW SIGN
1___ ___ FAILED TO STOP AT THROUGH HIGHWAY-NO SIGN
2___ ___ DROVE THROUGH SAFETY ZONE
3___ ___ FAILED TO SET OUT FLARES OR FLAGS
4___ ___ FAILED TO DIM HEADLIGHTS
5___ ___ DRIVING WITHOUT LIGHT
6___ ___ IMPROPER PASSING LOCATION
7___ ___ OTHER VIOLATIONS
8___ ___ NO VIOLATIONS

MISCELLANEOUS (CHECK ONE ITEM FOR EACH DRIVER IF APPLICABLE)

DRIVER
1 2
(66)
12___ ___ AVOIDING PEDESTRIAN
0___ ___ AVOIDING OTHER VEHICLE
1___ ___ AVOIDING ANIMAL
2___ ___ SKIDDING-BEFORE APPLYING BRAKES
3___ ___ SKIDDING-AFTER APPLYING BRAKES
4___ ___ CROWDED OFF ROADWAY
5___ ___ HIT AND RUN
6___ ___ CAR RAN AWAY-NO DRIVER
7___ ___ BLINDED BY LIGHTS

PEDESTRIAN ACTIONS (CHECK ONE)

(67-68)
01___ CROSSING AT INTERSECTION-WITH SIGNAL
02___ CROSSING AT INTERSECTION-AGAINST SIGNAL
03___ CROSSING AT INTERSECTION-NO SIGNAL
04___ CROSSING AT INTERSECTION-DIAGONALLY
05___ CROSSING NOT AT INTERSECTION-RURAL
06___ CROSSING NOT AT INTERSECTION-URBAN
07___ COMING FROM BEHIND PARKED CARS
08___ GETTING OFF OR ON SCHOOL BUS
09___ PLAYING IN ROADWAY
10___ GETTING OFF OR ON OTHER VEHICLE
11___ HITCHING ON VEHICLE
12___ WALKING IN ROADWAY WITH TRAFFIC-SIDEWALKS AVAILABLE
13___ WALKING IN ROADWAY WITH TRAFFIC-SIDEWALKS NOT AVAILABLE
14___ WALKING IN ROADWAY AGAINST TRAFFIC-SIDEWALKS AVAILABLE
15___ WALKING IN ROADWAY AGAINST TRAFFIC-SIDEWALKS NOT AVAILABLE
16___ WORKING IN ROADWAY
17___ STANDING IN ROADWAY
18___ LYING IN ROADWAY
19___ NOT IN ROADWAY

CONDITION OF DRIVERS AND PEDESTRIAN
(CHECK ONE FOR EACH DRIVER AND PEDESTRIAN)

DRIVER
1 2 PED
(69) (71) (73)
9___ ___ ___ NO DEFECTS
0___ ___ ___ EYESIGHT DEFECTIVE
1___ ___ ___ HEARING DEFECTIVE
2___ ___ ___ OTHER BODY DEFECTS
3___ ___ ___ ILL
4___ ___ ___ FATIGUED
5___ ___ ___ APPARENTLY ASLEEP
6___ ___ ___ OTHER HANDICAP

(CHECK ONE FOR EACH DRIVER AND PEDESTRIAN)
(70) (72) (74)
12___ ___ ___ HAD NOT BEEN DRINKING
0___ ___ ___ DRINKING-OBVIOUSLY DRUNK
1___ ___ ___ DRINKING-ABILITY IMPAIRED
2___ ___ ___ DRINKING-ABILITY NOT IMPAIRED
3___ ___ ___ DRINKING-NOT KNOWN WHETHER IMPAIRED

VEHICLE CONDITION (CHECK ONE FOR EACH VEHICLE)

VEHICLE
1 2
(75) (76)
0___ ___ NO DEFECTS
1___ ___ LIGHTS DEFECTIVE
2___ ___ BRAKES DEFECTIVE
3___ ___ STEERING DEFECTIVE
4___ ___ PUNCTURE OR BLOWOUT
5___ ___ WORN OR SLICK TIRES
6___ ___ MOTOR TROUBLE
7___ ___ OTHER DEFECTS

WHAT DRIVERS WERE DOING
(CHECK ONE FOR EACH DRIVER)

DRIVER
1 2
___ ___ GOING STRAIGHT AHEAD
___ ___ MAKING RIGHT TURN
___ ___ MAKING LEFT TURN
___ ___ MAKING U TURN
___ ___ SLOWING OR STOPPING
___ ___ STARTING IN TRAFFIC LANE
___ ___ STARTING FROM PARKED POSITION
___ ___ STOPPED IN TRAFFIC LANE
___ ___ PARKED
___ ___ BACKING
___ ___ Passing

DRIVER VISION OBSCURED
(CHECK ONE FOR EACH DRIVER)

DRIVER
1 2
___ ___ RAIN, SNOW, ETC. ON WINDSHIELD
___ ___ WINDSHIELD OTHERWISE OBSCURED
___ ___ VISION OBSCURED BY LOAD ON VEHICLE
___ ___ TREES, CROPS, ETC.
___ ___ BUILDING
___ ___ EMBANKMENT
___ ___ SIGNBOARD
___ ___ HILLCREST
___ ___ PARKED VEHICLES
___ ___ MOVING VEHICLES
___ ___ ....
SPECIFY OTHER
___ ___ NOT OBSCURED

___ WITNESS
___ OCCUPANT
___ DRIVER

SIGNATURE ....
SIGNATURE OF PERSON SUBMITTING REPORT IS REQUIRED

DATE OF REPORT (77)

IF FILED BY POLICE BADGE NO. DEPT.

DO NOT DETACH **INSURANCE CERTIFICATE** *DO NOT DETACH*

Was vehicle insured? ☐ Yes
☐ No

If the vehicle was insured, complete the following in full.

Accident Date ______ Location ______ (City, County, Town)

Automobile liability insurance policy number ______

Issued to ______ (Name of Insured) Effective Date ______

by ______ Name of Insurance Company (Not Agent)

Provides limits of liability equal to those required by the Financial Responsibility Laws of Virginia.

VEHICLE INFORMATION

Year ______ Make ______ (Ford, Chev., Ply., etc.) ID No. ______

License Number ______ State ______

Owner's Name ______ First Middle Last Driver's License No. ______

______ (Address) Birth Date ______ Sex ______

Driver's Name ______ First Middle Last Address ______

YOUR POLICY CONTRACT REQUIRES YOU TO REPORT THIS ACCIDENT TO YOUR INSURANCE COMPANY. FAILURE TO DO SO MAY VOID THE POLICY.

______ Date ______
Signature of Person Submitting Report

Form SR-21

Handout (2) 52H3(cont.)

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SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 5
Lesson 2

BOOKS

Brainard, Calvin H., Automobile Insurance. Irwin Publishing Company, 1818 Ridge Road, Homewood, Illinois 60430, 1961.

Keeton, Robert E., After Cars Crash. Irwin Publishing Company, 1818 Ridge Road, Homewood, Illinois 60430, 1961.

Kimbell, Grady and Ben Vineyard, Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701, 1972.

O'Connell, Jeffrey, The Injury Industry and the Remedy of No-Fault Insurance. University of Illinois, Urbana, Illinois 61801, 1971.

Woodroof, M. G. Automobile Liability and the Changing Law. Oceans Publishers, 1972

BOOKLETS

Automobile Insurance for Students in Driver Education. Insurance Information Institute, 110 William Street, New York, New York 10036.

Do You Know? Insurance Information Institute, 110 William Street, New York, New York 10036.

FILMS

Casuality Insurance. A survey of daily hazards connected with auto insurance. Business Education Films, 16th Ave., Brooklyn, New York 11201, 20 minutes.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 5
Lesson 3

SUBJECT: Life Insurance

OBJECTIVE: Students will be able to define principal terms and differentiate among the four types of life insurance.

TEACHING AIDS: Overhead projector, filmstrip projector

MATERIALS: Transparencies (2) 53T1-2, policy from student, case handout (2) 53H1, filmstrip, "Dollars for Security", Health Insurance Institute, 488 Madison Avenue, New York, New York 10022.

REFERENCES: Policies for Protection. 1970. Education Division, Institute of Life Insurance, 277 Park Avenue, New York, New York 10022

Succeeding in the World of Work. 1972, Kimbrell and Vineyard, McKnight & McKnight, Bloomington, Illinois.

1. PREPARATION (of the learner)

Why should a young person carry life insurance? List the advantages and disadvantages. (Refer to (2) 53H1).

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Define: 1. Agent 2. Beneficiary 3. Cash value 4. Claim 5. Maturity 6. Face value 7. Grace period 8. Loan value 9. Policy 10. Premium 11. Settlement options 12. Proceeds	A. 1. Refer to (2) 53H2 2. List on board and have students go to the board and answer. 3. Explain: Participating insurance companies. 4. Explain: How to use dividends. 5. Clarify: Difference between individual life insurance and group life insurance. 6. Ask: How are proceeds disbursed? 7. Discuss: Ways you can buy insurance. Refer to (2) 53H3.
B. Straight Life Insurance 1. Payable on death of insured. 2. Premiums paid throughout life of insured. 3. Most flexible type of life policy.	B. 1. Show filmstrip, "Dollars for Security". 2. Ask: How does life insurance affect your daily life? 3. Refer to (2) 53T1.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
4. Least expensive permanent type of life insurance.	4. Clarify: Whole life insurance and ordinary life insurance.
5. Cash value.	5. Ask: What determines cash value of a life insurance policy?
C. Limited - Payment Life 1. Lasts for the life of the insured. 2. Premiums limited to set number of years. a. 20 pay life-premium for only 20 years. b. Paid up at 65 plan. 3. The shorter the payment period, the higher the premiums 4. Coverage is basically the same as straight life except that the premiums are paid for a specified time until policy is paid up. 5. Cash value.	C. 1. Point out purpose of life insurance. a. To insure income for the family, in case of death to the policy holder. b. To build up savings that can be used in an emergency. 2. Have student bring in a policy. 3. Show different coverages in order to explain questions that students might have. 4. Explain: Settlement options.
D. Term Insurance 1. Provides protection for specific number of years. 2. Payable at death. 3. Some types are renewable and convertible. 4. Premiums increase with age. 5. No cash surrender value. 6. Offers most temporary life insurance for the money. 7. Cost becomes prohibitive after middle age of the insured.	D. 1. Draw from students the advantages and disadvantages of term insurance. List responses on the board. 2. Ask: When would you use term insurance? 3. Explain: Renewal provisions. 4. Clarify: Level term insurance and decreasing term insurance by using example such as mortgage insurance.
E. Endowment Insurance 1. Premium is paid for specific period of time and policy becomes paid up. 2. At paid up date, policy may be surrendered for face value, left for interest or converted to paid-up life policy. 3. This is basically a savings plan.	E. 1. Explain how premiums are established. 2. Refer to (2) 53T2. 3. Ask: If an endowment policy was written when a child was five years old, could it be used to help finance that child's education?

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
4. Savings and cash value build faster with this policy but premiums are high.	
F. Comparison of cost of different types of insurance partners for policyholders.	F. Compare cost of different types of insurance. 1. Term 2. Straight life 3. Limited payment 4. Endowment Refer to (2) 23T3
G. Pointers for policyholders.	G. Discuss pointers for policyholder. 1. Read policy 2. Safe place 3. Discuss with family 4. Review Refer to (2) 53H4

3. APPLICATION

A. Have students read and complete assignment sheets from insurance booklet, Policies for Protection.

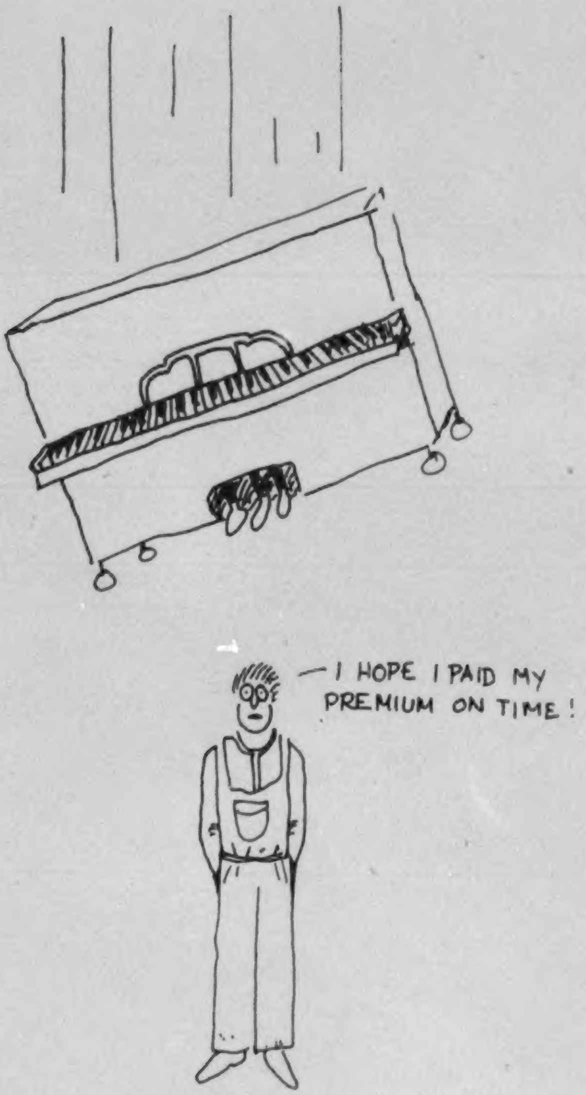
B. Invite life insurance agent to class.. Have a question and answer session by having students prepare questions, prior to agent's visit.

SUGGESTED ACTIVITIES:

Have students establish the type of policy and amount of coverage they would need.

Reading: Succeeding in the World of Work, pp. 325-331.

NEXT LESSON: Hospitalization Insurance


I HOPE I PAID MY PREMIUM ON TIME!

THERE SHOULD ALWAYS BE ADEQUATE LIFE INSURANCE PROTECTION

Transparency (2) 53T1

SAVING FOR CHILDREN'S COLLEGE EDUCATION SHOULD START EARLY

Transparency (2) 53T2

Types of Life Insurance Policies

Approximate premium rates per $1,000 of each of four types of life insurance policies*

Bought at age	*Term* 5-year renewable and convertible	*Straight Life*	*Limited Payment Life* (Paid up at age 65)	*Endowment* 20-year
18	$ 8.65	$15.80	$16.90	$48.85
20	8.75	16.50	17.70	48.90
25	8.90	18.45	20.15	49.05
30	9.25	21.00	23.60	49.40
40	12.20	28.50	34.75	51.40
50	20.10	45.65	60.15	56.55

* Rates shown are approximate premium rates for life insurance protection for men. Rates for women are somewhat lower.

(Rates of participating policies would be slightly higher, but the cost would be lowered by annual dividends. Non-participating policy rates would be somewhat lower than those shown and no dividends would be paid. Source: Institute of Life Insurance, 1964.)

Source: Federal Extension Service, 1974

CASE HAND-OUT #1

Bill Bunker works as a salesperson in a gift shop in the city. He is 29 years old and in good health. His take-home pay is $650 a month. He has a 3-year-old daughter and his wife is expecting another child. Last year he told his insurance agent he felt his family was sufficiently protected with a $10,000 life insurance policy and a hospitalization insurance policy with $20,000 maximum benefits.

He had been doing well in the shop and felt additional financial protection was not necessary. Besides, he felt that he would have many years left to save for his children's education. Then, several months ago, he was injured by falling from a ladder. The accident left him disabled and unable to work for nine months.

FOR DISCUSSION:

1. Did Mr. Bunker have the right kind of insurance protection for his family?
2. How much might his disability affect the welfare of his growing children?
3. If Mr. Bunker didn't think he had any financial worries, why should he still have considered income protection insurance?
4. What are some ways his insurance program could have been improved?

AGENT: Person representing the insurance company.

BENEFICIARY: The person named in the policy to receive the money when the insured person dies.

CASH VALUE: The money you get back if you give up your policy.

CLAIM: Request to insurance company for settlement.

MATURITY: When the face value becomes payable.

FACE VALUE: The amount of insurance mentioned in the policy.

GRACE PERIOD: The time you have between the date the premium is due and the date the policy can be canceled for nonpayment.

LOAN VALUE: The amount you may borrow against your policy. You may borrow against this value and continue a part of the protection at the same time. The loan value is usually the same as the cash value.

POLICY: The legal contract between you and the insurance company.

PREMIUM: The regular amount you pay for your insurance.

SETTLEMENT OPTIONS: Different ways that money from a life insurance policy can be paid by the insurance company.

PROCEEDS: Money earned from a policy.

Handout (2) 53H2

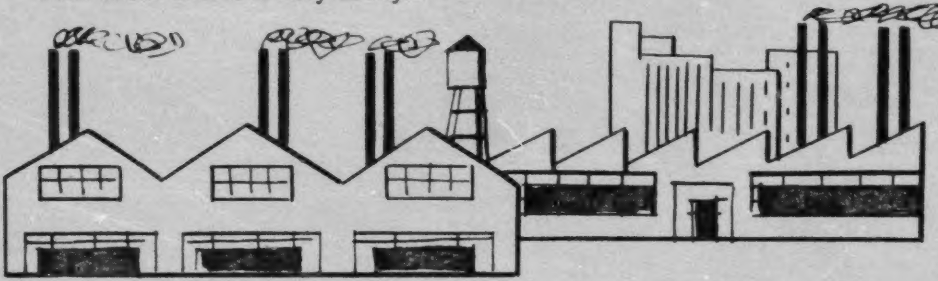
Ways You Can Buy Life Insurance

GROUP LIFE INSURANCE covers members of a group. They usually are the employees of a business. No medical examination is required. Generally cost is low and everyone pays the same premium. Sometimes the employer pays part or all of the premium.

It is usually term insurance. The protection may end when the employee leaves the job. Sometimes term insurance can be changed to a permanent type when an employee leaves his job. This has to be done within a certain time after he leaves.

INSURANCE FROM LIFE INSURANCE COMPANIES is sold by company agents. A medical examination is usually required. Premiums may be paid once a year, twice a year, every 3 months, or every month.

INDUSTRIAL INSURANCE. You can buy straight life, limited payment, or endowment policies. Usually the policy is small, from $500 to $1,000. Premiums are collected every week or each month. Usually on pay day an agent collects at the home or place of work of the insured person. Because of the extra work of collecting and the extra paperwork, this kind of insurance is very costly.



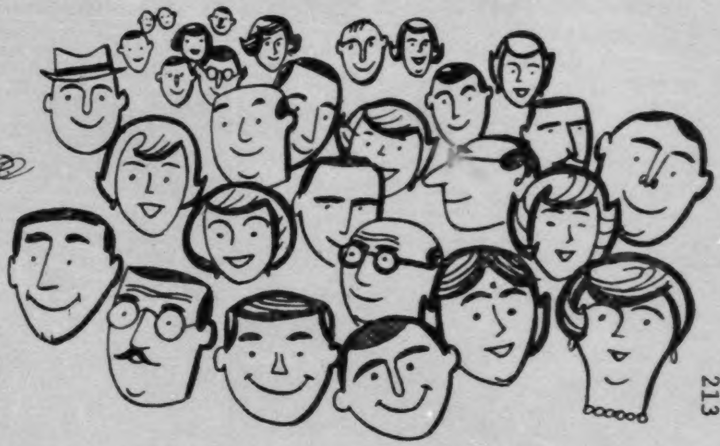
FRATERNAL ORGANIZATIONS offer ordinary life insurance to their members.

SAVINGS BANK LIFE INSURANCE is sold by mutual savings banks in some States.

Types available are the same as those sold by regular insurance companies. The policies offer dividends and cash and loan values.

The cost of this type is lower. One reason is that there is no agent's commission.

ARMED FORCES LIFE INSURANCE, held by war veterans, is no longer available. Veterans will be wise to keep as much of this insurance as they can afford. The cost to them is low. The Veterans Administration can tell you about its many advantages.



Source: Federal Extension Service, 1974

Handout (2) 53H3

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Source: Federal Extension Service, 1974

Handout (2) 53H4

Pointers for Policyholders

• READ YOUR INSURANCE POLICY

Be sure you have a good general understanding of your policy.

Don't hesitate to ask questions. Ask your agent, or write the company or your State insurance department.

• KEEP YOUR POLICY IN A SAFE PLACE

Let your beneficiaries know where your policies are. Your beneficiary must turn the policy over to the company and give proof of your death before collecting on insurance.

If your policy is lost or destroyed your company will issue you another copy.

• KEEP YOUR INSURANCE COMPANY INFORMED OF YOUR ADDRESS

• DISCUSS YOUR INSURANCE WITH YOUR FAMILY AND OTHER BENEFICIARIES

It is wise to have them share in planning the life insurance program. Also discuss each addition or change in the program with them.

It is a good idea to write a letter (put in in a safe place) describing your insurance policies. State any choices the beneficiary may have in settlement. Point out that your life insurance agent will help your beneficiary fill out the "proof of claim" papers.

• REVIEW YOUR INSURANCE PROGRAM PERIODICALLY

The wise person will review his insurance from time to time, particularly when there is a change in his family; for example, when his children are grown and have left home.

Insurance that was sensible for you at age 20 may no longer fit your needs when you are 40 or 60.

Get help when you rearrange your insurance program to meet your changing needs. Able insurance men, bankers, or lawyers are often helpful.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 5
Lesson 3

BOOKS

Hathaway, Barbara H., _Your Life Insurance_. Doubleday, Garden City New York 11530, 1962.

Kimbrell, Grady and Ben Vineyard, _Succeeding in the World of Work_. McKnight and McKnight, Bloomington, Illinois 61701, 1972.

BOOKLETS

Policies for Protection, 1970, Ed. Division, Institute of Life Insurance, 277 Park Ave., New York, New York 10022.

FILMS

Life Insurance--What It Means. Shows how life insurance protects the family, and the factors that determine life insurance premiums, 13 minutes, 1962, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 5
Lesson 4

SUBJECT: Hospitalization Insurance

OBJECTIVE: Students will be able to discuss the various hospitalization coverages.

TEACHING AIDS: Overhead projector, filmstrip projector.

MATERIALS: (2) 54T1-2, policy from students. Filmstrip, "Dollars for Health", Health Insurance Institute, 488 Madison Ave., New York, New York 10022. Marriott Employees' Health and Welfare Benefits. (2) 54H1.

REFERENCES: Policies for Protection. Education Division, 1970, Institute of Life Insurance, 277 Park Avenue, New York, New York 10022.

Succeeding in the World of Work. Kimbrell and Vineyard, McKnight & McKnight, 1972, Bloomington, Illinois. (Workbook) Succeeding in the World of Work.

SPEAKER: Health Insurance Agent

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2. PREPARATION (of the learner)

Are you liable for hospital and doctor bills?
Why do you need hospital insurance?

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Hospital Expense Insurance 1. Coverage a. Room b. Board c. Hospital fees d. Covers some drugs and operating room expense. 2. Most common type of hospital insurance policy.	A. 1. Show filmstrip, "Dollars for Health." 2. Ask: Do you have any hospital insurance coverage? 3. Refer to (2) 54T1 4. Clarify: Waiting period. 5. Explain: Relationships and differences between private health insurance, workmen's compensation, and disability Medicare and/or Medicaid. 6. Explain: Difference between Blue Cross and Blue Shield coverage.
B. Surgical Expense Insurance 1. Coverage a. Pays part or all of surgeon's bill b. Limits based on amount of premium.	B. 1. STRESS: The typical surgical policy includes a list of operations and the amount allowed for each. 2. Refer to (2) 54T2 3. Obtain list of costs of various surgeries.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
2. Usually purchased in combination with hospital expense insurance.	
C. Regular Medical Expense 1. Coverage a. Pays part of all of doctor's fees. b. May include visits to doctor's office. c. May include doctor's house calls to patient. 2. Many times purchased in combination with hospital expense and surgical expense insurance policy.	C. 1. STRESS: That hospital, surgical, and regular medical together are referred to as basic health coverages. 2. Have student bring in a policy showing all three coverages. Use to explain questions that students might have. 3. Clarify: Exclusions. 4. Explain: Participating doctor fees.
D. Major Medical Expense 1. Designed to cover extended illnesses and large bills. 2. It is the newest and fastest growing type of health coverage. 3. Maximum coverage may be $10,000 or more. 4. Usually pays 80% after the first $100 is paid by policy holder. 5. Two features of policy for keeping premiums reasonable. a. Deductible clause b. Co-insurance clause	D. 1. Ask: How could major medical insurance be of benefit to you in the future? In what ways does major medical differ from hospital, surgical, and regular medical?

3. APPLICATION

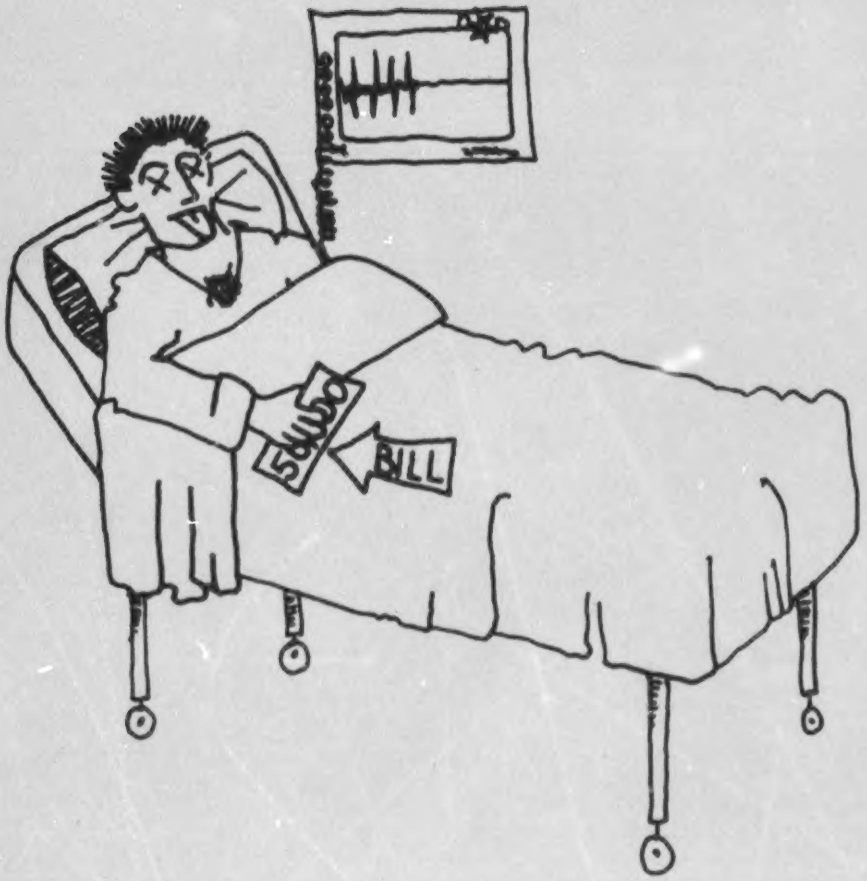
A. Invite a health insurance agent to answer students' questions pertaining to hospital insurance.
B. Have students discuss the pros and cons of different types of hospital insurance.
C. Have hospital administrator talk about hospital costs.

4. TEST

Students will describe hospitalization coverages.

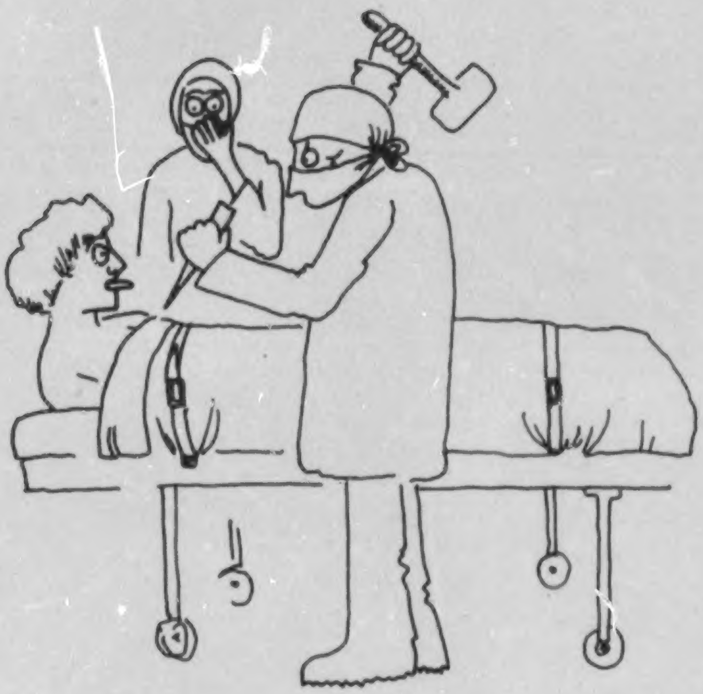
SUGGESTED ACTIVITIES:

Have students read hospitalization policy.
Read and discuss: Succeeding in the World of Work, pp. 332-334.
Have students take quiz.
Refer to (2) 54H1 and discuss.



MEDICAL INSURANCE HOSPITALIZATION

Transparency (2) 54T1



SURGERY

Transparency (2) 54T2

HOSPITALIZATION SCRATCH TEST

Below are items covered by basic hospital insurance, surgical insurance and major medical insurance. Scratch through those items not covered by the above insurance which are generally considered exclusions.

Allowance for private room

Operating room

splints.

Outpatient care

Recovery room

Intensive care room

meals

allergy tests

Special diets

Miscarriage

Dental X-rays

Mental disorders

Physical therapy

Services of special nurses

False teeth

Cosmetic surgery

Cesarean Section

Handout (2) 54H1

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 5
Lesson 4

BOOKS

Dickerson, Oliver, *Health Insurance*. Richard D. Irwin, Inc., 1818 Ridge Rd., Homewood, Illinois 60430, 1963.

Follman, Joseph F., *Medical Care and Health Insurance*. Richard D. Irwin, Inc., 1818 Ridge Rd., Homewood, Illinois 60430, 1963.

Kimbrell, Grady and Ben Vineyard, *Succeeding in the World of Work*. McKnight and McKnight, Bloomington, Illinois 61701, 1972.

BOOKLETS

A Comprehensive Program of Health & Protection. Group hospitalization Inc., 550 12th St., S. W., Washington, D.C. 20024, 1973.

A Consumer Guide to Health Insurance Plans. Public Affairs Committee, Inc., 281 Park Ave., S., New York, New York 10016, 1972.

Employees' Health & Welfare Benefits. Marriott Corporation, 5161 River Road, Washington, D.C. 20016, 1973.

Policies for Protection, Education Division, Institute of Life Insurance, 277 Park Ave., New York, New York 10022, 1970.

ICT - 2

UNIT 6

CONSUMER DECISION MAKING

Lesson 1. The Importance of Credit

Lesson 2. Financing Your Buying

Lesson 3. Sound Buying Habits

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 6
Lesson 1

SUBJECT: The Importance of Credit

OBJECTIVE: The student will be able to write a short essay on the purpose, use, and cost of credit.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies - (2) 61T1-3, Handouts - (2) 61H1-2
Teachers Kit, Examples of credit instruments

REFERENCES: Teacher's Kit
Grolier Educational Corp.
845 Third Avenue
New York, New York 10022 (1970)

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1. PREPARATION (of the learner)

   A. Give short pre-test (2) 61H1.
   B. Case: Sears has a stero 8 track on sale for $169.95 which you would like to purchase. The problem -- you don't have enough money on hand to make the purchase. The sale ends tomorrow. What will you do?

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What are the advantages and disadvantages of credit?	A. Refer to (2) 61T1 and 2, after listing student's answers on board. Hand out booklet, "Consumer Credit and You", included in Teacher's Kit.
B. Combining advantages of both cash and credit.	B. Discuss when it is important to borrow and when it is important to pay cash.
C. The basis of credit.	C. Discuss the basis of credit with the class. 1. Conditions 2. Capacity to pay 3. Collateral or capital 4. Common sense 5. Character Point out: According to credit managers, males can get loans easier than females. It is difficult for minority groups to get credit. The three C's of credit are capital, capacity and character.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Who pays for credit in the long run?	D. Ask: In what ways do the consumer and the borrower pay for credit? 1. The borrower? 2. The consumer? List ways on the board.
E. Credit instruments	E. Use opaque projector: Display examples of various types of credit instruments and discuss. 1. Promissory Notes. 2. Draft 3. Bonds 4. Mortgages
F. Cost of credit	F. Ask: Can you afford to pay the cost of credit? 1. Interest rates a. How to determine b. Why does it vary c. True interest rate 2. Supply and demand of money 3. Examples of credit cost a. Installments b. Mortgages c. Others Refer to (2) 61H2 Refer to (2) 61T3 Have students figure the credit cost of a simple item. Refer to (2) 61T4
G. Credit Bureau	G. Ask: What is a credit bureau?

3. APPLICATION

A. Have students role play the problems of getting a credit account established in one of the large department stores.

B. Lead a discussion on why it is important to maintain a good credit rating.

4. TEST

Students will write a short essay on the purpose, use, and cost of credit.

SUGGESTED ACTIVITY:

A. Have students read Chapter 10 in Succeeding in the World of Work and discuss "Credit and Installment Buying".

B. Invite a guest speaker from Credit Department of a large department store to come and speak on the importance of maintaining a good credit rating.

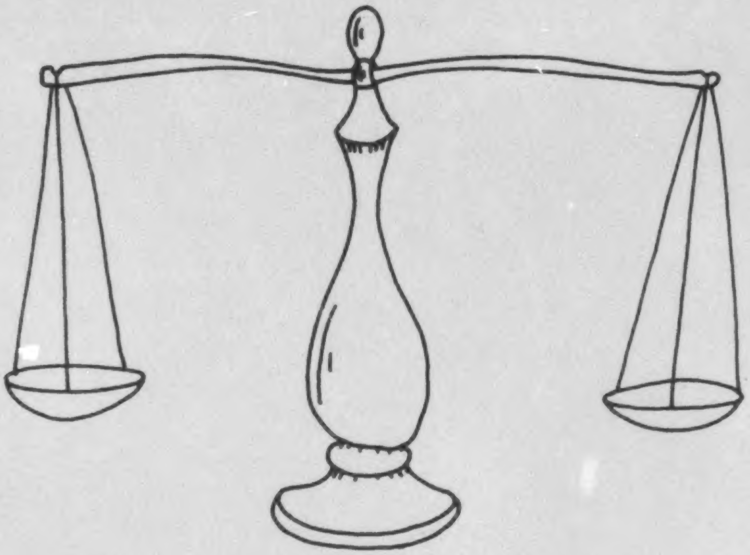
C. Absent student who missed the above, see tape "Problems of Buying on Credit".

NEXT LESSON: Financing Your Buying

TO BORROW, OR NOT TO BORROW — THAT IS THE QUESTION!

Transparency (2) 61T1

REASONS FOR AND AGAINST CREDIT



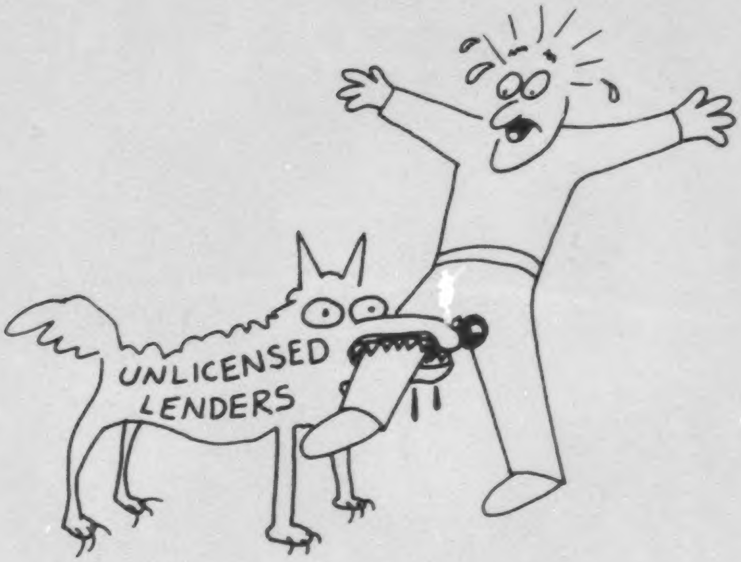
REASONS "FOR"

- IT'S CONVENIENT
- YOU CAN USE THINGS WHILE PAYING FOR THEM
- YOU GET BETTER SERVICE
- IT'S HANDY IN EMERGENCIES
- HELPS ESTABLISH YOUR CREDIT RATING

REASONS "AGAINST"

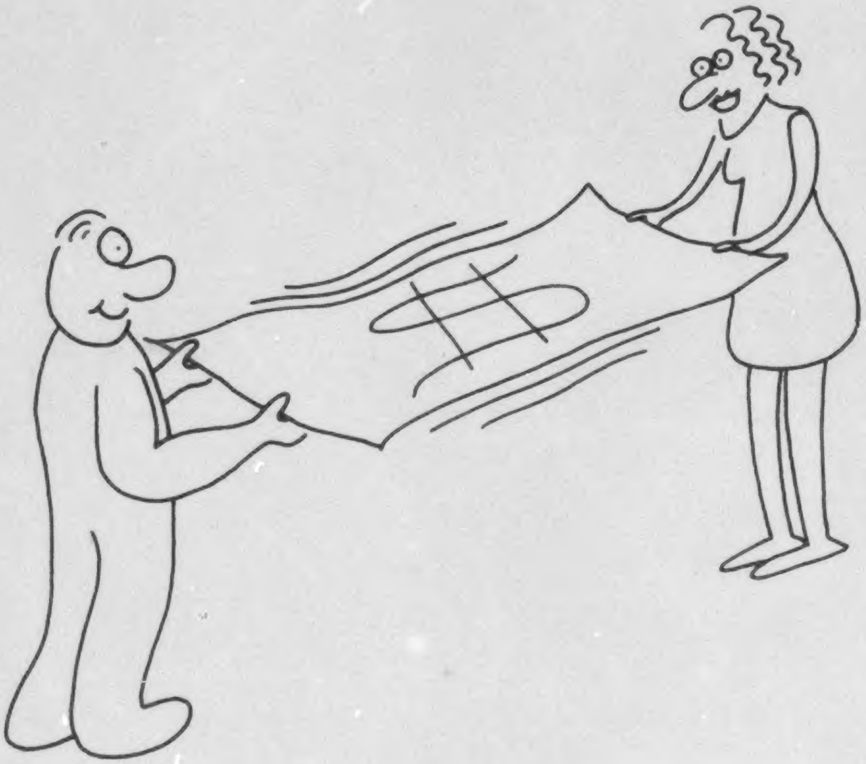
- IT'S EXPENSIVE
- YOU MAY OVERSPEND
- YOU MAY NOT SHOP AROUND AS MUCH
- IT'S HARD TO UNDERSTAND
- MERCHANTS SOMETIMES GIVE DISCOUNTS TO CASH CUSTOMERS
- YOU HAVE A LARGER MARGIN OF SECURITY

BORROWERS WHO FAIL TO DETERMINE TRUE ANNUAL RATE OF INTEREST —


UNLICENSED
LENDERS

GET EATEN UP!

LEARN TO STRETCH YOUR DOLLARS—



AVOID IMPULSE BUYING!

Transparency (2) 61T4

PRE-TEST

Matching

_____1. The price paid by the borrower for use of what he borrows.

_____2. A promise to pay on demand, or at a fixed future date, a certain sum of money.

_____3. Unlicensed lenders charging more than the going rate of interest.

_____4. A cooperative savings and loan association in which a group of people join together making their combined savings work for them.

_____5. Buying goods and using them while paying for them.

_____6. A loan contract in which the lender agrees to lend the borrower a specified amount of money at a specified rate of interest.

_____7. A deceptive practice in advertising a product at an unusually low price, then refusing to sell the product at the advertising price, attempting to tempt the customer with a higher priced product.

_____8. One who used goods or services.

_____9. To receive something with the expressed intention of returning the same.

_____10. One who gives loans by leaving as a pledge, some article of considerably greater value than the loan.

_____11. A charge upon real or personal property for the satisfaction of some debt.

_____12. Used as security for a loan.

A. Installment credit

B. Mortgage

C. Promissory Note

D. Collateral

E. Consumer

F. Borrower

G. Interest

H. Credit Union

I. Loan Shark

J. Pawn Broker

K. Bait and Switch

L. Lien

TO FIGURE THE COST OF CREDIT

1. Multiply the amount of each payment by the number of payments to be made on the item.
2. Add the down payment to the total sum of the monthly payments.
3. Subtract the cash sale price of the item from the sum of the down payment plus the total monthly payments. The amount will be the carrying charge.

STEP I

Multiply the amount of each payment by the number of payments.

_____X_____=_____

STEP II

Add the down payment

+___________

STEP III

Subtract the cash price from cost of the installment plan.

-_____________

The cost of installment payments is: $________________

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 6
Lesson 1

BOOKS

Warmke, Wyllis, Wilson and Eyster. Consumer Economic Problems. South-Western Publishing Co., Cincinnati, Ohio. 1971.

Wilson, Eyster. Consumer Economic Problems. South-Western Publishing Co., Cincinnati, Ohio. 1966.

BOOKLETS

"A Date With Your Future"

All About Credit - Where to Get it. What it Really Costs. How to be Smart About Using it. International Consumer Association, 275 Jackson Ave., St. Louis, Mo. 63165.

Everybody's Money. Credit Union National Association, Box 431, Madison, Wisconsin 53701. Autumn, 1973

Making the Most of Your Money. Educational Division, Institute of Life Insurance, 277 Park Avenue, New York, N.Y. 10017.

Smart Saving, Borrowing, Budgeting. Credit Union National Assoc., Inc. P.O. Box 31, Madison, Wisconsin 53701.

Teacher Kit: One Week Teaching Unit on Consumer Finance. National Consumer Finance Association. Education Service Division, 701 Solar Building, 1000 16th Street, N.W., Washington, D.C. 20036.

Teacher Kit: Grolier Educational Corporation. 845 Third Avenue, New York, New York 10022. 1970.

Using Credit Wisely. Cuna International Inc., Box 431, Madison, Wisconsin, 53701

Using Our Credit Intelligently. National Foundation for Consumer Credit, 1411 15th Street, Washington, D.C. 20000

The Credit World. International Consumer Credit Association, 385 Jackson Avenue, St. Louis, Mo. 53130.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 6
Lesson 2

SUBJECT: Financing Your Buying

OBJECTIVES: The student will be able to discuss three types of financing available, and the advantages and disadvantages of each.

TEACHING AIDS: Overhead projector, film projector (16 mm) and opaque projector

MATERIALS: Sample installment contracts, Transparency (2) 62T1

REFERENCES: "A Date With Your Future", Educational Division, Institute of Life Insurance, Health Insurance Institute, 277 Park Avenue, New York, New York 10017. 1971.

Making The Most of Your Money, Education Service, Institute of Life Insurance, 277 Park Avenue, New York, New York 10017. 1974.

Automobile Insurance, (filmstrip) Insurance Information Institute, 117 W. 46th St., New York, New York

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1. PREPARATION (of the learner)

Boy, I'm really in a bind! I need to get my hands on some money pretty quick and I don't know where to get it. I've been told there are lots of places to borrow money, but I just can't afford to pay a lot of interest.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Types of Institutions	A. Refer to (2) 62T1 1. Small loan company 2. Banks 3. Savings and loans 4. Loan sharks 5. Life insurance 6. Friends and family 7. Credit unions 8. Installment buying Discuss each of the various institutions. Ask: What should be considered in choosing a lending agency?

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEYPOINTS (things to remember to do or say)
B. Three main types	B. Discuss the various types of banks and the advantages and disadvantages of each to the prospective borrower.
1. Banks	1. Banks a. Types 1) Commercial 2) Industrial 3) Savings 4) Savings and loan b. Advantages 1) Federal control 2) Set rates c. Disadvantages 1) Age requirements 2) Need references
2. Small loans	2. Discuss various types of small loan dealers and the advantages and disadvantages of each to the prospective borrower. a. Types 1) Pawn broker 2) Friends 3) Loan sharks 4) Companies Ask students for experiences they had in dealing with small loan dealers. b. Advantages 1) Easy money 2) Flexible rates 3) No age limits 4) Most of the loans approved c. Disadvantages 1) Not regulated 2) Some are illegal 3) Dates may change
3. Credit unions	3. Ask: Do they have credit unions in your place of employment? Give handout on credit unions. Discuss credit unions in general pointing out types, advantages and disadvantages. a. Types 1) Companies 2) Union 3) Occupations 4) Loans

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	b. Advantages 1. Low interest 2. "Common bond" 3. Non-profit c. Disadvantages 1. Membership required 2. Credit bureau only 3. Matures Cite examples of credit unions losing money because of inexperience in investing money.
C. Installment Buying	C. Discuss installment buying and the various types in use, advantages and disadvantages. 1. Types a. Department stores (1) Different types of charge accounts (2) Conditional sales contract b. Automobile c. Credit cards Use opaque projector: Show examples of installment contract and discuss each. Show filmstrip, "Automobile Inc." Discuss filmstrip and cost of cars, plus insurance, plus licenses, etc. 2. Advantages a. Easy and quick b. Low payments 3. Disadvantages a. High interest rates b. "Too easy to use" c. Lost or stolen credit cards Show on opaque projector: form to fill out and send in to company if credit card lost or stolen. Discuss overloading budget with too many "easy" debts.
D. Truth in Lending Bill	D. Give out pamphlet, "What Truth In Lending Means To You", also, "Truth In Lending" (can also be aquired in Spanish).

3. APPLICATION

Have each student find out about rates of interest, age limitations and other relevant points at selected loaning institutions. Have them discuss their findings in class.

SUGGESTED ACTIVITIES:

Have guest speaker from bank to discuss bank financing.
Have guest speaker from a savings and loan company to discuss financing and money lending.

4. TEST

Each student will name three types of loaning institutions and will state the advantages and disadvantages fo each.

NEXT LESSON: Sound Buying Habits

TYPES OF LENDING INSTITUTIONS

BANKS

SAVINGS & LOAN

E-Z CREDIT LOAN

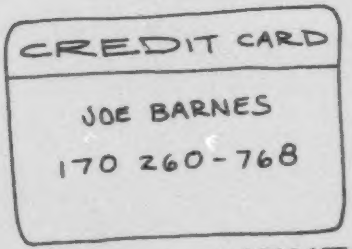
LOAN COMPANIES

FRIENDS

FAMILY

LIFE
INSURANCE

LIFE INSURANCE


CREDIT CARD
JOE BARNES
170 260-768

INSTALLMENT BUYING

SUPPLEMENTAL TEACHING MATERIALS FOR ICT GENERALLY RELATED LESSONS

Unit 6
Lesson 2

BOOKS

Warmke, Wyllie, Wilson and Ester, Consumer Economic Problems. South-Western Publishing Co., Inc., Cincinnati, Ohio, 1971.

BOOKLETS

Beware . . . The Charity Cheats. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

Consumer Product Information. Consumer Product Information, Public Documents Distribution Center, Pueblo, Colorado 81009.

Don't Be Gypped. 1971. #045A. Free. Consumer Products Information, Public Documents Distribution Center, Pueblo, Colorado 81009.

How To Get The Most Out Of Your Paycheck. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

Truth In Landing. Federal Reserve Bank of Philadelphia, Public Information Department, Philadelphia, Pennsylvania 19101. Also available in Spanish.

Using Bank Services. American Bankers Association, Banking Ed. Commission, 12 East 36th Street, New York, New York 10001.

What Truth In Lending Means To You. Board of Governors of the Federal Reserve System, Constitution Ave.(between 20th and 21st St., N.W.), Washington, D.C. 20551.

Your Family Plans For Spending. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

FILMSTRIPS

"Automobile Insurance", Insurance Information Institute. 117 W. 46 St., New York, N.Y. 10101.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 6
Lesson 3

SUBJECT: Sound Buying Habits

OBJECTIVE: The student will be able to complete a case study using sound buying habits, based on material covered in this and the previous two lessons.

TEACHING AIDS: Overhead projector, film projector (16mm), filmstrip projector, cassette recorder.

MATERIALS: Filmstrips:
The Language of Labels Modern Consumer Education Teaching Packet
Regular Health Care Modern Consumer Education Teaching Packet
Transparencies - (2) 63T1
Handouts - (2) 63H1-5

REFERENCES: Kimbrell and Vineyard, Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois, 1970.

You and Your Money, Federal Reserve Bank of Richmond, Richmond, Virginia 23213.

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1. PREPARATION (of the learner)

" A penny saved is a penny earned." This is a frequently heard saying, but how many of us really know what it means and how it can work for each of us? How can we pinch our pennies? What should we know in order to make wise buying decisions?

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Standard of Value	A. Ask: What determines where you buy? List the responses on the board. 1. Needs and wants 2. Opportunity costs 3. Look to: a. Present b. Future
B. Where to Buy	B. 1. Stores 2. Cooperatives 3. Private concerns
C. When to Buy	C. Discuss various times to buy items, the advantages and disadvantages of each.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
	1. Sales a. End of the season b. Overstock Handout (2) 63H1 Show movie "Consumer Power - Advertising". Discuss how important advertising affects the consumer.
D. What to Buy	
1. Determine the need.	D. 1. Stress the need of the product being considered. Is the item needed or just wanted?
2. Type of product	2. Discuss how sometimes a used product can be used on a temporary basis. a. New b. Used c. Quality d. Bargain
3. Types of consumer items	
a. Food	3. a. Show filmstrip "The Language of Labels". Modern Consumer Education. (See Teacher's Kit listed in references). (1) Nutritional value (2) Labeling
b. Clothing	b. Give out handout "Look For That Label". (See reference for address) (1) Fad (2) Function (3) Fashion
c. Housing	c. Discuss advantages and disadvantages of all types of housing. (1) Rent (2) Own (3) Build
d. Transportation	d. Discuss transportation cost (1) Public (2) Private
e. Health Care	e. Filmstrip "Regular Health Care" Teacher's Kit "Quacks and Medical Frauds Teacher's Kit." (1) Hospital (2) Doctor

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
f. Home Furnishings	f. Discuss necessary insurance for family protection. (1) Safety (2) Quality
g. Insurance	g. Discuss insurance (1) Types (2) Returns (3) Protection
h. Investments	h. Discuss investments (1) Types (2) Returns
i. Recreation	i. Discuss recreation (1) Free time (2) Vacations (3) Retirement
E. How to Buy	E. Discuss how to buy
1. Determine need	1. Needs
2. Determine cost a. Opportunity b. Monetary	2. Costs
3. Examine for quality	3. Refer to transparency (2) 63T1 a. Use. (1) Long term (2) Short term Ask: How can you determine the quality of a product: List responses on the board. b. Safety c. Resale value
2. Seasonal buying	2. Discuss Seasonal buying a. Bargain stores b. Quality stores c. "Shopping"
3. Check for financial alternatives	3. Discuss different financial alternatives a. Savings b. On time c. Loans
4. Determine warranty	4. Define warranty, Discuss its advantages.
5. Determine guarantee	5. Define guarantee.
F. Intelligent Buyer	F. Discuss being an intelligent buyer
1. Have solicitation sales.	1. Handout (2) 63H2
2. Buying by evaluating advertisements	2. Handout (2) 63H3
3. Researching a product before buying	3. Handout (2) 63H4

3. APPLICATION

Discuss the case study which students will do as a test. Give students directions concerning expectations.

4. TEST

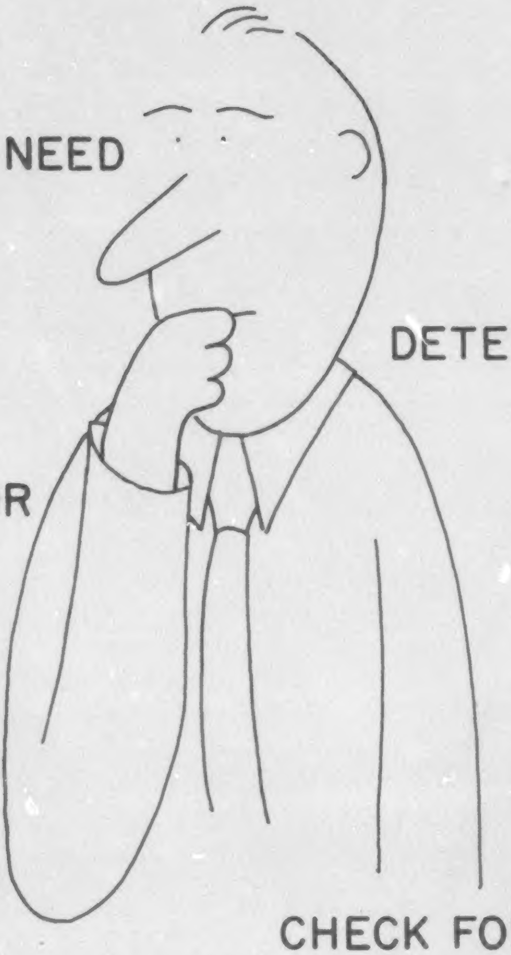
Have students complete the case study (2) 63H5

SUGGESTED ACTIVITIES:

Have students play game, "Managing Your Money."
Have students discuss Chapter 9, "Buying Goods and Services" in Succeeding In The World of Work.

NEXT LESSON: Current Issues in Industry

HOW TO BUY



DETERMINE NEED

DETERMINE LIST

EXAMINE FOR
QUALITY

CHECK FOR
FINANCIAL ALTERNATIVES

WHEN TO FIND BARGAINS

JANUARY

Furs, dresses, shoes, drugs, lingerie, housecoats, hosiery, handbags, sportswear, millinery, men's shirts and accessories, men's and boys' suits, men's coats, cosmetics, floor coverings

FEBRUARY

Furniture, housewares, china, glassware, rugs, bedding, drapes, curtains, seat covers, men's shirts, sportswear, Washington's Birthday specials

MARCH

Laundry appliances, luggage, housewares, china, silver, winter sportswear and equipment, spring and Easter specials, garden supplies

APRIL

Women's coats, children's coats, dresses, millinery, cleaning supplies, post Easter clearances, men's and boy's suits, infant's wear, fabric, lingerie, paint

MAY

Lingerie, housecoats, TV sets, tires, rugs, carpets, garden supplies, fans, air conditioners, outdoor furniture, summer sportswear, white goods, Mother's Day specials

JUNE

Dresses, fabric, TV sets, furniture, camping clothes and equipment, building supplies, bedding, lingerie, men's and boy's wear, women's shoes, Father's Day specials

WHEN TO FIND BARGAINS

JULY

Lingerie, housecoats, hosiery, handbags, sportswear, millinery, children's wear, men's shirts and accessories, shoes, air conditioners, swimwear, radios and stereos, fuel oil, major appliances

AUGUST

Women's coats, children's coats, furs, men's coats, tires, white goods, bedding, furniture, garden equipment, lamps, housewares, back-to-school promotions

SEPTEMBER

Fabric, fall fashions, rugs and carpets, china, silver, hosiery, garden equipment, cars, home furnishings, auto accessories, men's and boys' wear, back-to-school promotions

OCTOBER

Major appliances, furniture, home furnishings, skiing supplies, rugs, carpets, fall and winter sportswear, snow tires, women's coats and suits, Columbus Day and Veterans Day specials

NOVEMBER

Women's coats, children's coats, furniture, men's shirts, suits and coats, women's winter-clothing, china, glassware, linens, Christmas toys and gifts, white goods, Election Day and Thanksgiving Day specials

DECEMBER

Women's coats, children's coats, resort and cruise wear, Christmas toys and gifts, furniture, men's suits and coats, used cars, end of month reduction on Christmas cards and wrapping

THE INTELLIGENT BUYER

The intelligent buyer will be most skeptical when dealing with out-of-state firms. He will, before buying or ordering a product, determine if the firm is a reputable one by contacting the Better Business Bureau in the area the firm is located. If the buyer doesn't know the name and address of the applicable out-of-state Better Business Bureau, he can call the local Better Business Bureau for the correct name and address.

If an out-of-state firm is represented by a salesman making a home solicitation sale, the intelligent buyer will determine what the salesman is selling, and if he doesn't want to buy it, he will not let the person come into his home. If the buyer is interested in buying the product the salesman is selling, he will get the correct name and address of the salesman and the company he represents.

The intelligent buyer will never sign a contract when he doesn't know what the provisions of the contract are. If the buyer is in doubt, he should say "no." If he is satisfied with the contract and wants to buy the product, he can sign the contract. He should never pay cash for a product in a home solicitation sale, and the check should always be written to the company, never to the salesman.

The buyer should keep in mind the fact that he has seventy-two hours to cancel the contract from the time of sale. The contract must be cancelled in writing.

Handout (2) 63H2

The Home Solicitation Sales Act was amended in 1973 by the General Assembly. The amendments are: (1) The contract can be cancelled in a home solicitation sale within seventy-two hours of the time of sale, the seller may not keep a cancellation fee and he must pick up the merchandise within twenty days of the sale, and (2) It is the responsibility of the buyer to keep the product in good order until it is picked up by the company.

Buying By Evaluating Advertisements

Each student will write a report on at least ten advertisements for various products in local newspapers. Evaluate the advertisement in terms of the amount of stress given to quality, quantity, best time buying, or a combination of these. Based on this information, each student should state whether or not he would buy each product and why.

Handout (2) 63H3

Researching a Product Before Buying

Each student will be responsible for researching one type of product sold in local stores. The object of the research is to determine the types of this product which are available, where they are sold, the price range, guarantees and service promised, and the general quality of the product. Each student picks the product he wants to research from the list below. Once the student has gathered the information he should write it in report form, indicating the type of store in which the product is sold, the price range, the service offered, and the overall quality of the product. The student should make a final recommendation of what he would look for if he were buying the product. This report is to be presented to the other students and discussed.

List of Products to Research

Car tape deck
A 5 year old used car
Portable T.V.
Hair dryer
Stereo
10 speed bike
Tent for camping
Fishing reel
Shot gun
Engagement ring

Handout (2) 63H4

Case Study
Couple Must Pick Their Life Style

"My boyfriend and I are planning to marry in April. Would you please set up a budget for us?"

"He makes $200 a week and I make $131 every week. Does he make enough for us to live on, since the husband is supposed to support a family without using the wife's pay? Isn't this true? Would he make enough for us to live on without my pay?"

Your statement "the husband is supposed to support a family without using the wife's pay" was undoubtedly used by Eve in the Garden of Eden just after she got Adam to take a bite of the apple.

Statistics furnished by the Labor Department reveal that 13.8 million women who have husbands are working (August 1976). Of this group 558,000 work part-time for economic reasons; 2.9 million work full-time.

Two Major Reasons

There are at least two major reasons why women work. Probably the first and most important reason is the inability of the husband to earn sufficient money to furnish the necessities required by the family.

The second reason undoubtedly is the desire of the family to enjoy a higher standard of living than the husband's salary alone can provide.

The decision to use the wife's earnings to help support the family should be decided by the husband and the wife, generally depending on the life style which they desire and the husband's ability to earn sufficient money to provide that life style.

If the husband's income is not sufficient, then the wife must make a decision. Can she be happy with the life style her husband's income can provide or is she willing to work and supplement her husband's income so the family can enjoy the life style they desire?

Budget Furnished

To assist you in making this decision, a weekly budget for spending your husband's earnings follows:

INCOME	$200.00
Less savings	15.78
Available for spending	184.22
EXPENSES	
Food	40.58
Rent	45.68
Utilities	10.44
House operation	10.88
Furniture and equipment	16.80

Clothing	$ 10.88
Transportation	20.40
Medical care	6.80
Recreation	6.80
Personal care	5.44
Gifts and contributions	4.08
Life insurance	5.44

Since this budget covers one week's expenses, multiply each item by 4 1/3 for the sum you will have available every month. For example, could you be happy with $565 annually for clothing yourself and your husband, or could you be happy only spending $6.80 a week for entertainment?

Go through every item in this budget to determine just what it can provide. Do you desire a higher standard of living? Why?

Outline your budget according to the standard of living you would desire. Include all expense items and income.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 6
Lesson 3

BOOKS

Warmke, Wyllie, Wilson, Ester, Consumer Economic Problems. South-Western Publishing Co., Cincinnati, Ohio, 1971

Wilhelms, Heirmer, Jelley and Herbert. Consumer Economics. Gregg Division, McGraw-Hill, 330 West 42nd Street, New York, New York 10001, 1966.

BOOKLETS, PAMPHLETS

Bait and Switch Advertising. Virginia Department of Agriculture and Commerce, P.O. Box 1163, Richmond, Virginia 23209.

Beware. . . The Stock Swindlers. National Research Bureau, Inc., 242 North Third Street, Burlington, Iowa 52601.

Everybody's Money. Credit Union National Association, Box 431, Madison, Wisconsin 53701. Autumn 1973, Vol. 13, Number 3.

Guide To Financial Counseling. Council on consumer information, Edward J. Matsen, Executive Secretary, 15 Guynn Hall, University of Missouri, Columbia, Missouri 65201.

How To Avoid Auto Repair Rackets. Informs you of frauds by mechanics, salesmen and truck operators. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

Income and Expense Record. American Telephone and Telegraph Company, Comptroller's Department.

Look For That Rebel. Federal Trade Commission, 6th St., and Pennsylvania Ave., N.W. Washington, D.C. 20580.

Managing Your Money. Cuna International, Inc., P.O. Box 431, Madison, Wisconsin 53701.

Personal Money Management. American Bankers Association, Banking Education Commission, 12 East 36th St., New York, N.Y. 10001.

Pyramid Promotional Schemes. Virginia Department of Agriculture and Commerce, P.O. B1163, Richmond, Virginia 23209.

Keeping Your Money Healthy. Federal Reserve Bank of New York, 33 Liberty St., New York, N.Y. 10045.

Sale Of Motor Vehicles By Licensed Dealers. Virginia Department of Agriculture and Commerce, P.O. Box 1163, Richmond, Virginia 23209.

Will It Be A Bargain Or Boomerang? National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa 52601.

FILMS

Consumer Power - Advertising, 22 minutes, color,1971. Fairfax Co. Public Schools, Media Center, Falls Church, Va., 22001.

TEACHER KIT:

A complete modern consumer education unit consisting of teachers manual, filmstrips, cassette tapes, student workbooks, etc., 1970. Grolier Educational Corporation, 845 Third Ave., New York, N.Y. 10022.

ICT - 2

UNIT 7

Current Problems in Industry

Lesson 1. Absenteeism

Lesson 2. Theft

Lesson 3. Environmental Problems

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 7
Lesson 1

SUBJECT: Absenteeism

OBJECTIVE: The student will identify the causes and effects of absenteeism in industry today.

TEACHING AIDS: Overhead projector, 16mm film projector

MATERIALS: Transparencies (2) 71T1-6, magazine articles, booklets from Police Department and Social Education Agencies, film, "Alcohol and You."

REFERENCES: Living with an Alcoholic. Al-Anon Family Group, Washington, D.C.
Marijuana Reconsidered. Harvard University Press, Cambridge, Mass.

SPEAKERS: Former drug addict, former alcoholic, police official

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1. PREPARATION (of the learner)

Have class discussion of "Axon Company" case study. Refer to handout (2) 71H1.

A. What do you see as a current problem where you are employed?
B. Why should you care about absenteeism?
C. What is wrong with taking things from the company?
D. Where and how could you seek help if you or a friend had a problem?

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Causes of Absenteeism	A. This section identifies and discusses the causes of absenteeism.
1. Drugs	1. Discuss reasons taken, symptoms of usage, stress danger and cost, show (2) 71T1. Film "Marijuana Reconsidered."
2. Alcohol	2. Discuss that reasons alcohol is used are same as drug usage and symptoms. Show film "Living With an Alcoholic." Handout (2) 71H2.
3. Boredom	3. Discuss and define job repetition, dead-end positions, false image of reality, how job requirements are less than employee's capabilities. Refer to (2) 71T2.
4. Job Conflicts	4. Role play conflicts with superiors and co-workers. Discuss fear of failure, employee not suited for job.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
5. Transportation	5. Show (2) 71T3. Compare commuting time and distance to various jobs, discuss public transportation, private transportation.
6. Accidents and Illnesses	6. List/discuss health habits, environment, lack of safety precautions (job/home), mental and physical strain.
7. Personal reasons	7. What are some reasons? List illness in family, death, child related problems, emotional problems. Show (2) 71T4.
B. Effect of Absenteeism	B. This section illustrates effects on employer and employee of absenteeism.
1. How company is affected	1. Show (2) 71T5. Discuss increased production costs, quality, quantity decreases, low morale, increased consumer costs, increased hiring needs
2. How employer is affected	2. Show (2) 71T6. Give examples of loss of benefits, loss of wages. Discuss how promotion may be restricted. Show how loss of benefits can cause family disruption, financial ruin, developing of criminal activities, ultimate loss of job, and loss of self-esteem.

3. APPLICATION

1. Students will write their reaction to "self control" (2) 71H3.
2. Students will role-play and discuss absenteeism and how the problem affects him on the job.

4. TEST

1. Student groups to do research and oral reports on
   - (a) drugs, alcohol and boredom
   - (b) job conflict
   - (c) transportation in area, accidents and illness
   - (d) personal absenteeism problems

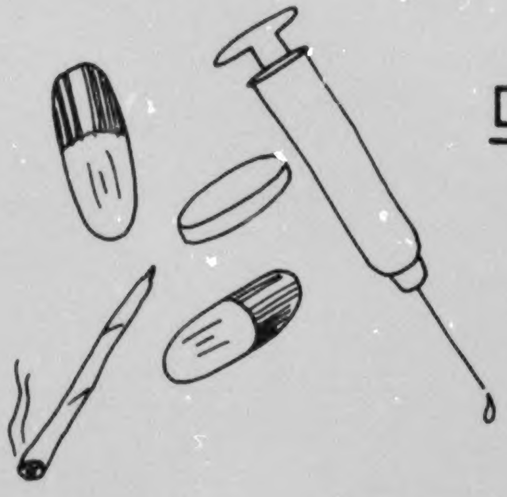
SUGGESTED ACTIVITIES:

1. Role Playing (Alcoholic on the job)
2. Have speakers discuss drugs and alcohol

NEXT LESSON: Theft on the Job

CAUSES OF ABSENTEEISM

DRUGS



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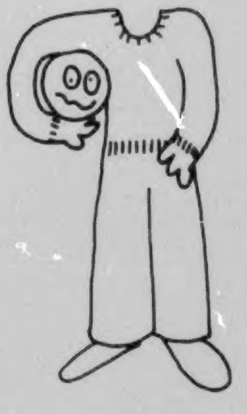
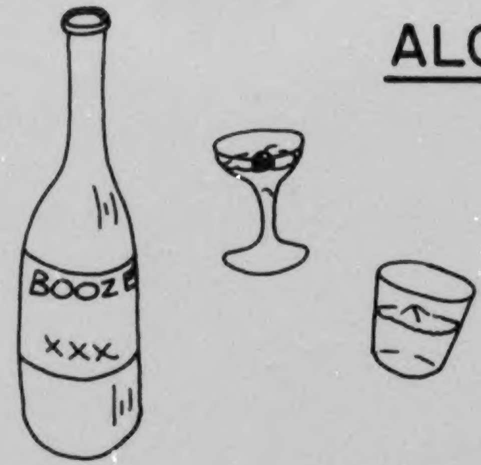


ALCOHOL



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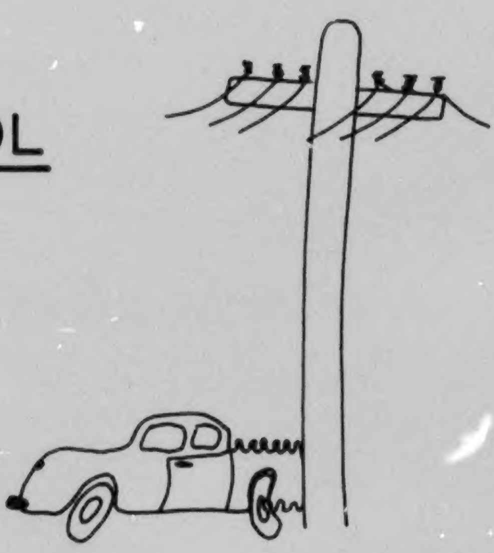
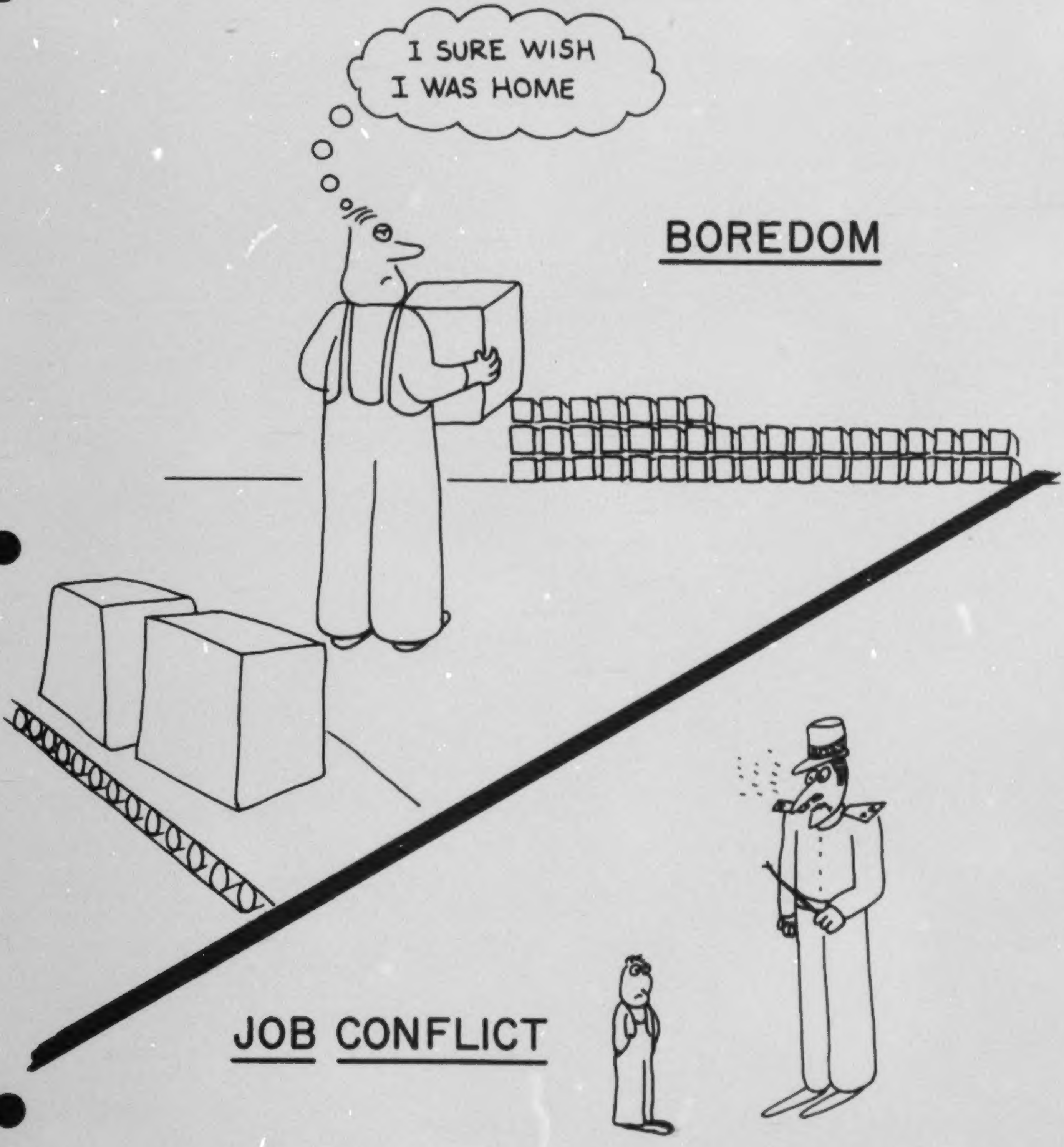
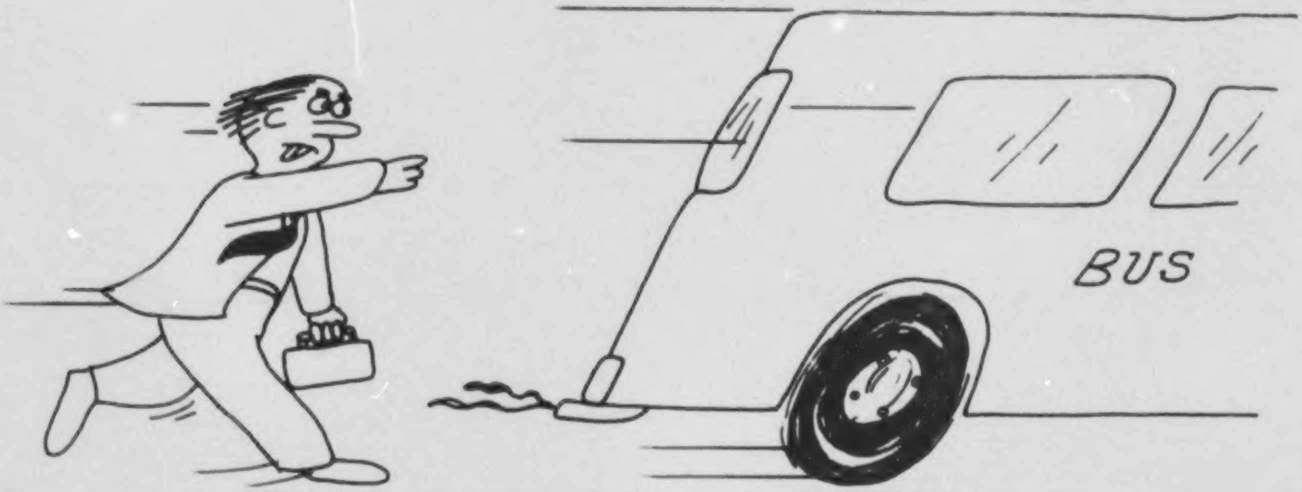


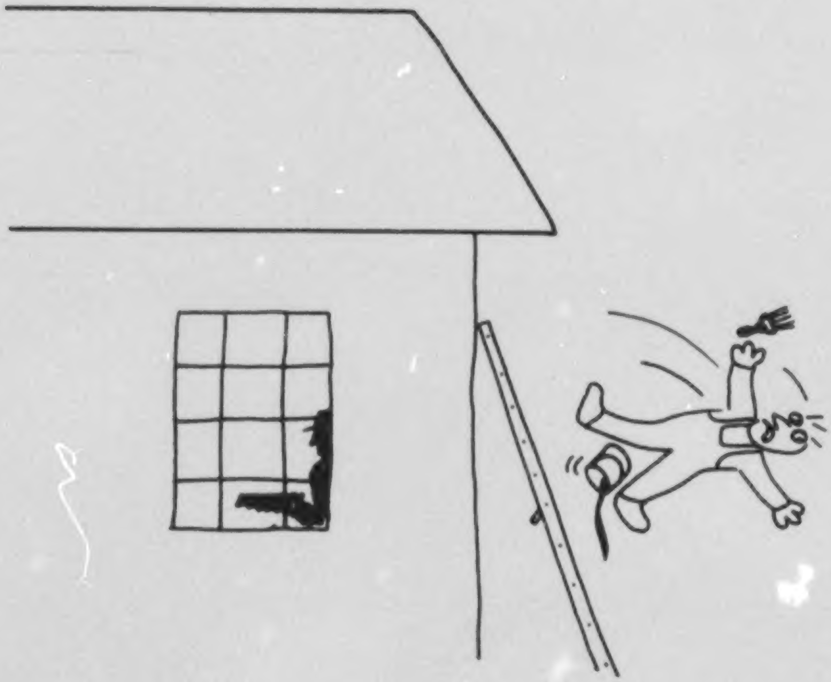
CAUSES OF ABSENTEEISM


I SURE WISH I WAS HOME
BOREDOM
JOB CONFLICT

CAUSES OF ABSENTEEISM



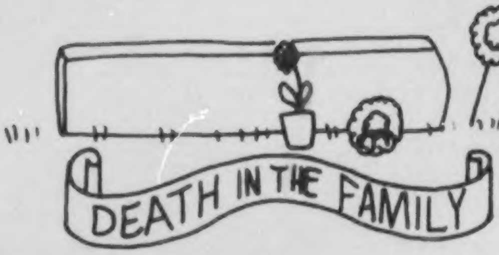
TRANSPORTATION
PROBLEMS

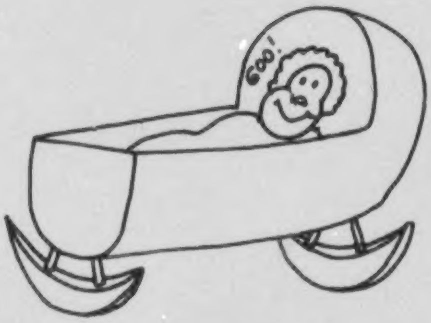


ACCIDENTS

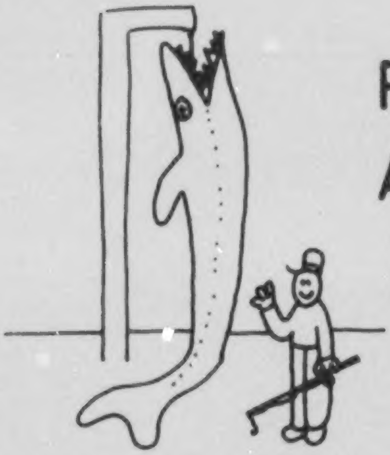
Transparency (2) 71T3

PERSONAL ABSENTEE REASONS

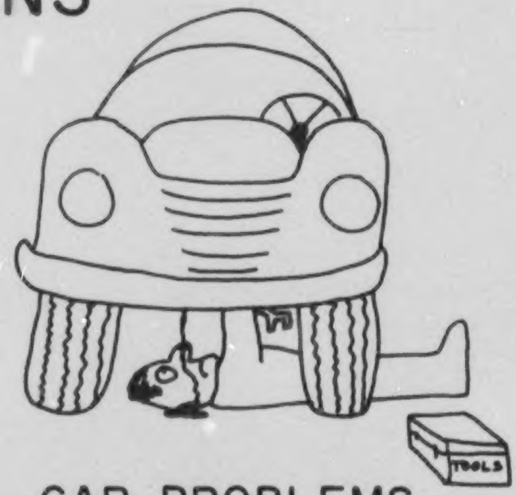

DEATH IN THE FAMILY



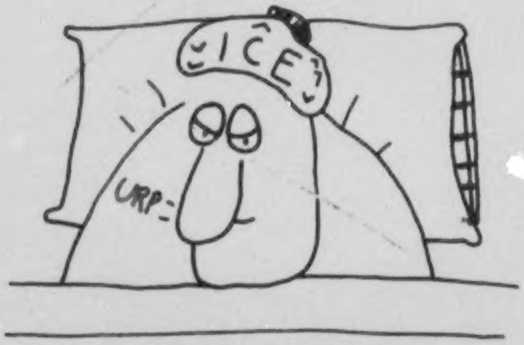
BABY



WEDNESDAY'S CATCH

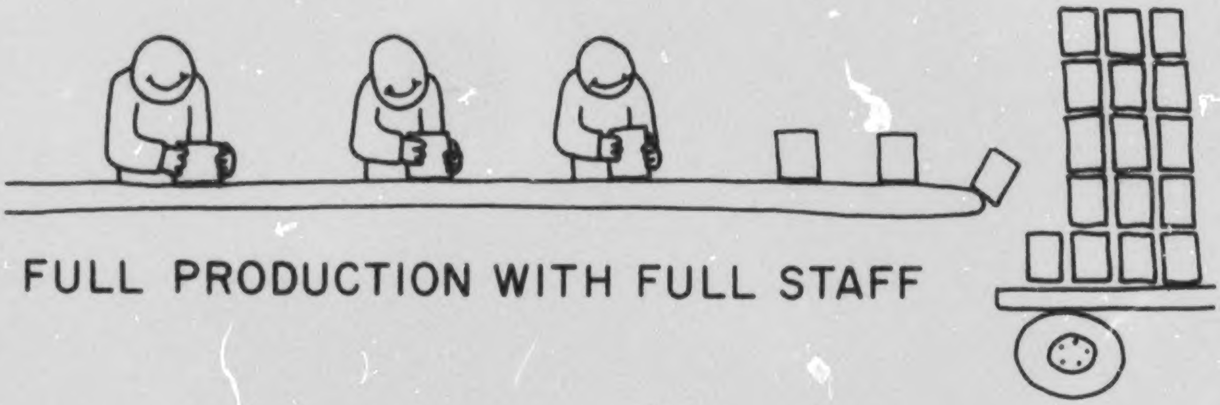


CAR PROBLEMS

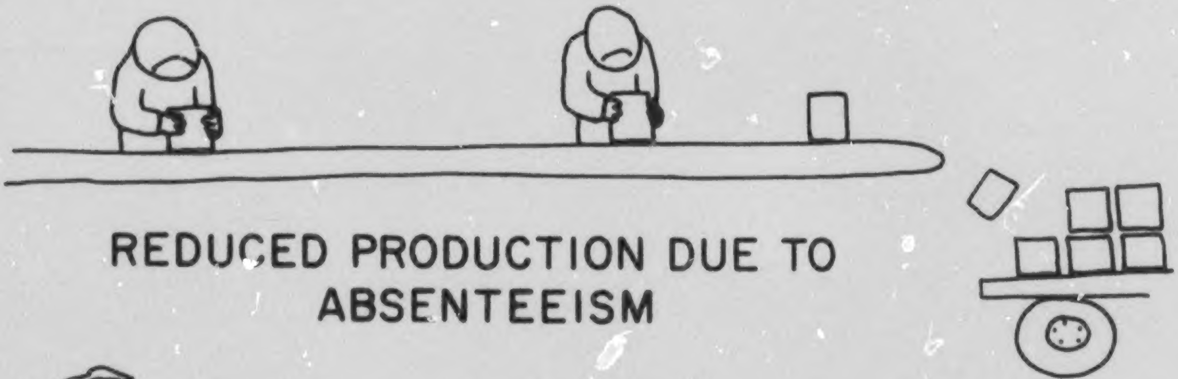


HANGOVER

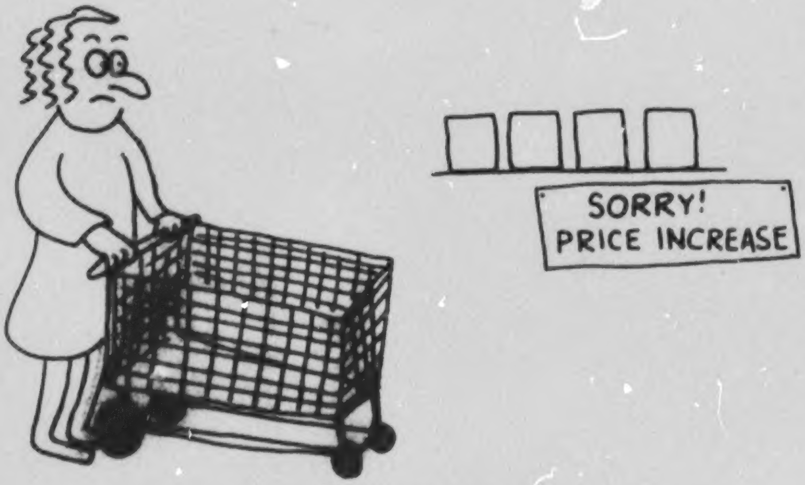
HOW COMPANY CAN BE AFFECTED



FULL PRODUCTION WITH FULL STAFF

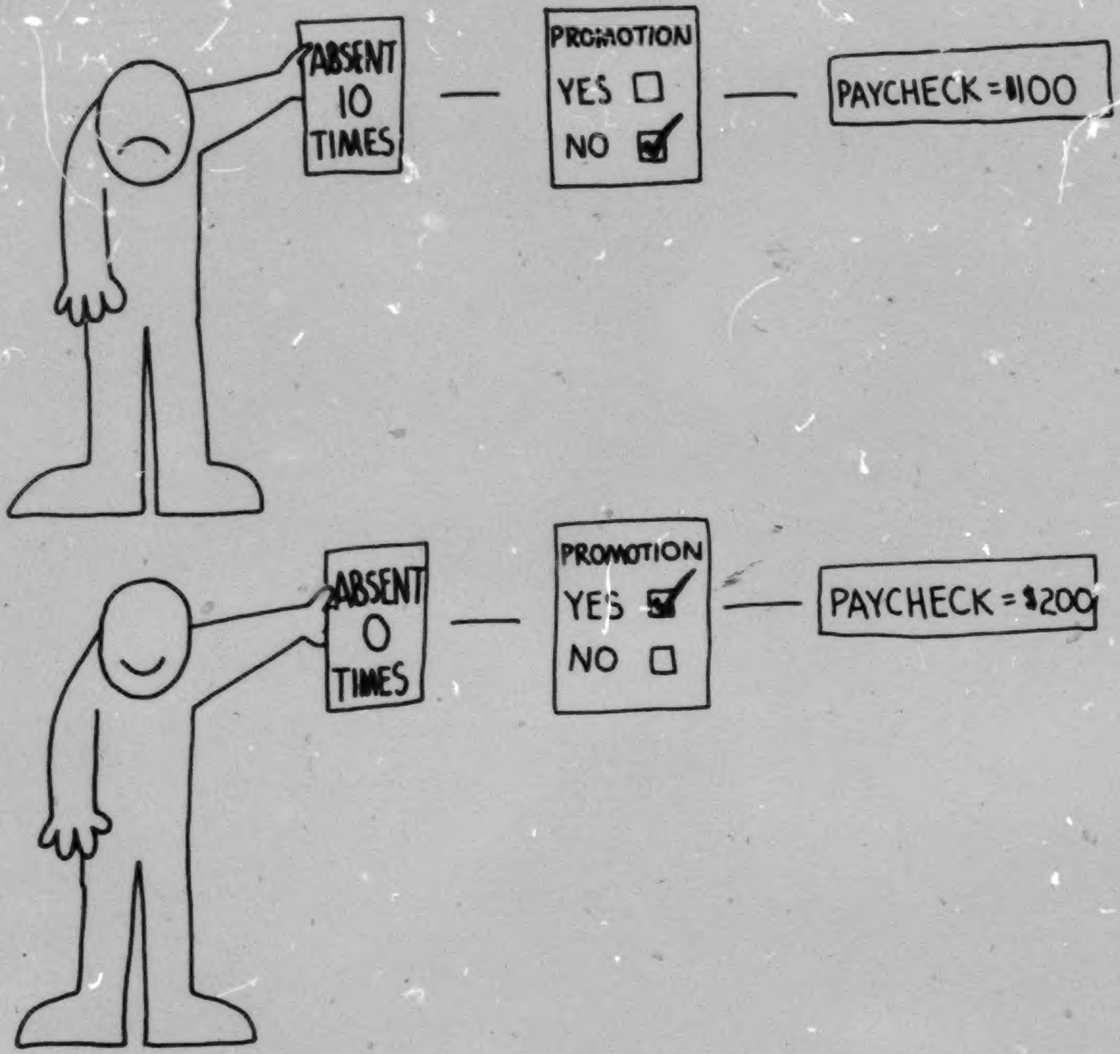


REDUCED PRODUCTION DUE TO ABSENTEEISM


SORRY!
PRICE INCREASE

RISE IN COST OF PRODUCT

HOW EMPLOYEE IS AFFECTED


ABSENT 10 TIMES
PROMOTION
YES ☐
NO ☑
PAYCHECK =$100
ABSENT 0 TIMES
PROMOTION
YES ☑
NO ☐
PAYCHECK = $200

Transparency (2) 71T6

CASE STUDY
Axon Company

John Public works for Axon and Company where he is a forklife operator. John has worked for Axon and Company for the past ten years and his work has been very productive. In the past month John's production decreased 25% and he was involved in two accidents which kept him from working for four days. Also, John has been late for work five times in the past month.

When John was caught taking illegal barbiturates on the job, he was fired and was forced to seek work somewhere else.

How much time and money did John cost Axon and Company?

What inconvenience did John's accidents cause the Company?

How will John's problem affect his obtaining another job?

What methods could have been used by the company to help John solve his problem?

CASE STUDY
"SILVER SPOON"

Phil Jackson works at "Drip-It", a furniture stripping establishment where old furniture is dipped into a vat of strong paint removing solvent. Everyday Phil has an hour for lunch. At lunch, Phil meets 3 buddies at the Silver Spoon Bar & Grill. They have a good time together playing the pinball machines, bowling machines and playing pool. After about a month of lunches, the boys worked out a contest where the winner of each round of games won a two dollar pot...but the winner had to buy a round of beer.

Soon Phil was coming back to Drip-It pretty smashed--and needless to say, not in full control of his faculties. Fortunately, Phil works the vat by himself, so he's sober by the time his boss comes back from daily furniture auctions.

Explain why Phil should change his habits in terms of the following:

A. Production
B. Safety
C. Employment
D. Health
E. Legal consequences.

How would you correct the problem if you were Phil--and still keep your friends?

SELF-CONTROL

So often it is difficult to think straight when someone blasts out in anger. It is emotionally upsetting and consequently we often say something we regret later. Self-control is important when you are working with others and now is a good time to make an effort to learn self-control. Following are some suggestions for every difficult encounter:

1. Count to ten. Take time to think and compose yourself.
2. If you remain calm, the other person will be more likely to calm down. Have you ever tried yelling at a person who is speaking in a soft, low voice?
3. If the person won't calm down and you feel you are losing your "cool," say, "Let's think about this a while and talk about it a bit later."
4. Sometimes it is better to just listen, let the other person blow off steam and get it out of his system.
5. If things really get bad, get up and walk away saying, "Let's discuss this tomorrow when we have had more time to think about it objectively.

One of the things that distinguishes man from the lower animals is the ability to laugh. Because we are fortunate to have this ability, we should use it more often. A sense of humor greatly enhances our enjoyment of life. Some people seem to inherit a happy nature and a sense of humor. However, even though you are not born with this trait, you can develop it by trying to be optimistic and by trying to look at the funny side of a situation.

Write you reaction to this advice, telling what you think and why.

Handout (2) 71H3

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 7
Lesson 1

BOOKS

Crinspoon, Lester, M.D., Marijuana Reconsidered. Harvard University Press, Cambridge, Mass., 1971.

Living With an Alcoholic. Al-Anon Family Group, Al-Anon Headquarters, Washington, D.C., 1973.

Null, Gary and staff, Body Pollution. Arco Press, New York, N.Y., 1973.

Sinclair, Upton, Cap of Fury, The. Channel Press, Inc., Manhassat New York, 12th edition, 1967.

FILMS

Alcohol and You, 28 minute (b/w), 1970, state.

Focus on Marijuana, 15 minute (b/w), 1971, state.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 7
Lesson 2

SUBJECT: Theft

OBJECT: The student will know the causes and effects of theft in industry today.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies (2) 72T1-3, Pamphlets from local police department and Chamber of Commerce

REFERENCES: Crime & Its Prevention, H. W. Wilson Co., New York, New York.
Society, Crime and Criminal Careers, Prentice Hall, Inc., Englewood Cliffs, New Jersey.

SPEAKERS: Local police official

1. PREPARATION (of the learner)

Have students relate and discuss their views on theft. Role play. (Situation: Employee caught with hand in "till.")

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Causes of theft	A. Discuss reasons for theft, need for personal use, obtain money, support drug habit, company "owes you," kicks, pathological problem, show (2) 72T1.
B. How company is affected	B. Using (2) 72T2, point out higher production costs, expense of security, distrust of employees, higher consumer costs, legal costs, loss of profit.
C. How employee is affected	C. Using (2) 72T3, relate the long-range consequences of crime, loss of self-esteem, loss of reputation, loss of employment, fines or imprisonment, family hardship

3. APPLICATION

Students will discuss remedies for theft and how the problem affects him on the job.

4. TEST

   A. Objective quiz covering the problem, causes and effects of theft in industry.

   B. Role-play (employee caught stealing from company)

SUGGESTED ACTIVITIES:

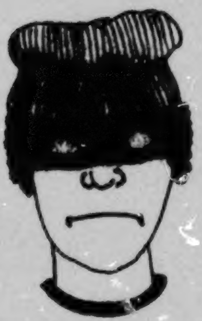
   A. Visit local police station

   B. Have ex-con speak on how crime doesn't pay

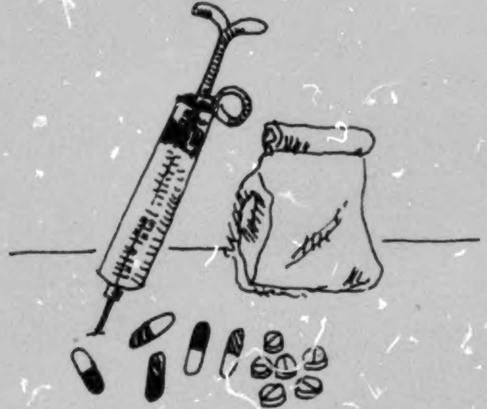
NEXT LESSON: Environmental Problems in Industry

IS THEFT NECESSARY?

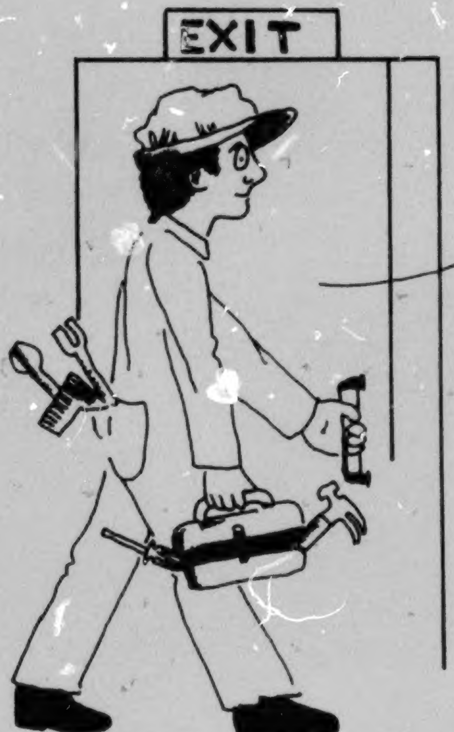
WHAT ARE THE REASONS?



BASICALLY DISHONEST

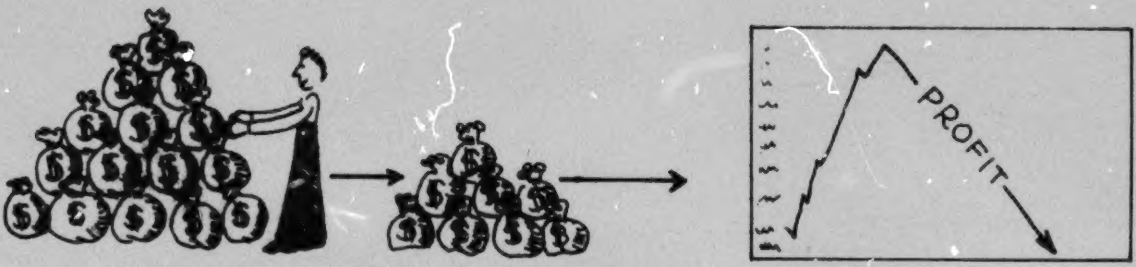


SUPPORT OF HABITS

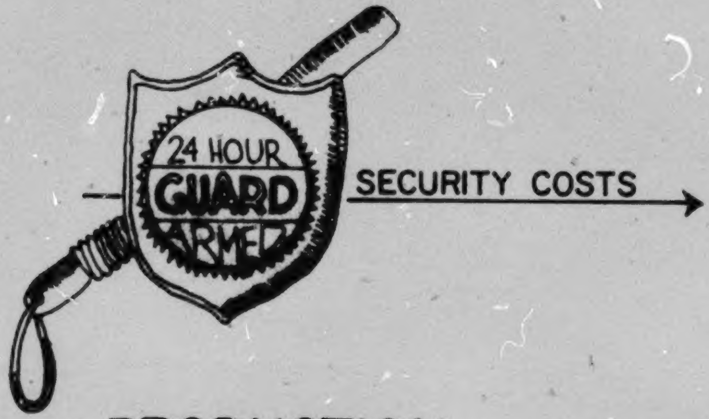

EXIT
"THE COMPANY OWES IT TO ME"

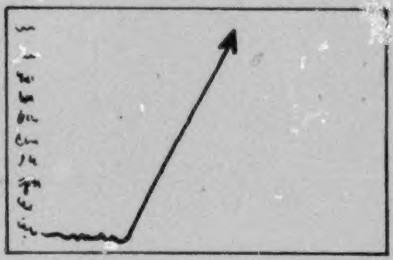
HOME USE

THEFT AFFECTS COMPANY

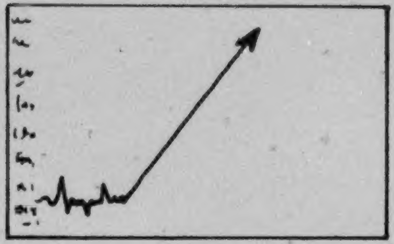


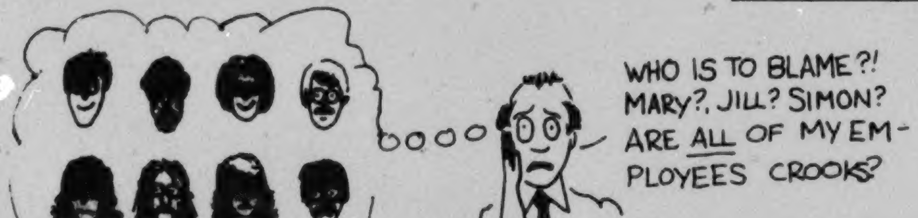
THEFT EQUALS LOSS TO THE COMPANY


24 HOUR
GUARD
ARMED
SECURITY COSTS



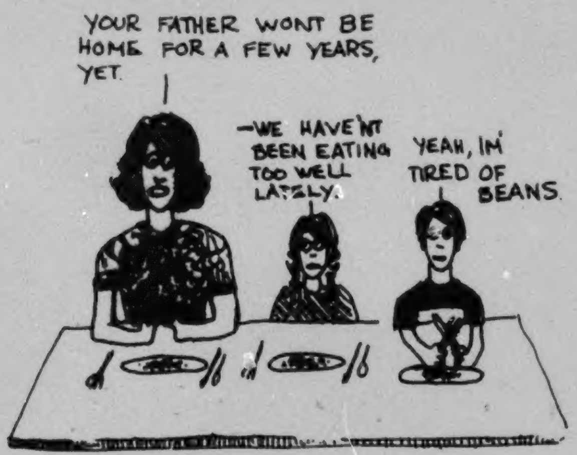
PRODUCTION COSTS

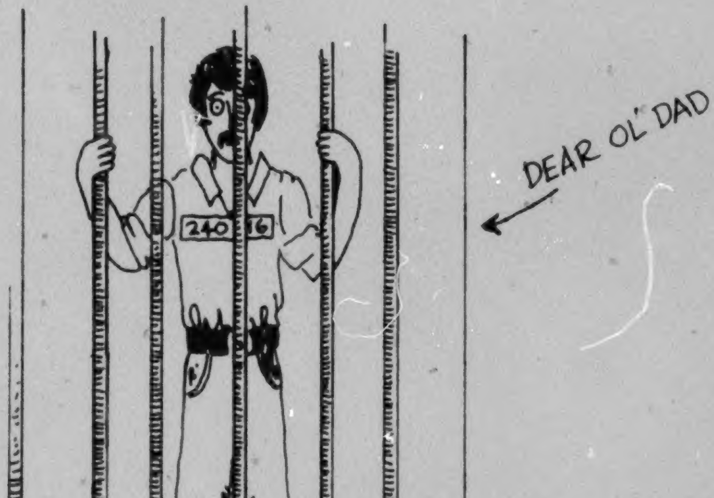



WHO IS TO BLAME?! MARY?, JILL? SIMON? ARE ALL OF MY EMPLOYEES CROOKS?

DISTRUST

HOW THEFT AFFECTS EMPLOYEE


YOUR FATHER WONT BE HOME FOR A FEW YEARS, YET.
—WE HAVE'NT BEEN EATING TOO WELL LATELY.
YEAH, IM' TIRED OF BEANS.


240 16
DEAR OL' DAD

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 7
Lesson 2

BOOKS

Barnes, Harry, Elmer and Tekters, Negley K., New Horizons in Criminology. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1959.

Gibbons, Don C., Society, Crime, and Criminal Careers. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1968.

Levin, Stephen (Ed.), Crime and It's Prevention. The H. W. Wilson Co., New York, N.Y., 1968.

FILMS

Focus on Marijuana, 15 minutes (b/w), state, 1971

H & 2, 30 minutes, color, Free Loan, C&P Telephone Co., 703 East Grace St., Richmond, Virginia 23219.

Memento, 20 minutes, color, Free Loan, C&P Telephone Co., 703 East Grace St., Richmond, Virginia 23219.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 7
Lesson 3

SUBJECT: Environmental Problems in Industry

OBJECTIVE: The student will describe causes and effects of environmental problems in industry and what can be done to prevent problems.

TEACHING AIDS: Overhead projector, film projector

MATERIALS: Transparencies (2) 73T1-6, Handout (2) 73H1

REFERENCES: As We Live and Breathe, National Geographic Society, Washington, D.C.
Garbage, Saturday Review Press, New York, N.Y.

SPEAKERS: State Air and Water Pollution Control Board representatives; local industry representative.

---

1. PREPARATION (of the learner)

   A. Discuss case study, "The Braxton Bottling Company," (2) 73H1.
   B. Discuss local problems.
   C. Discuss whether or not one car per employer contributes to pollution.

---

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Pollution	A. This section discusses causes and effects of pollution.
1. Air Pollution	1. a. Causes - Show (2) 73T1, discuss industrial, transportation, governmental and home. b. Effects - List/discuss health hazards, financial burden, degradation of surroundings.
2. Water Pollution	2. a. Causes - Show (2) 72T2, discuss solid/liquid industrial, home, and governmental waste b. Effects - Discuss local sewage, water systems, rivers, lakes, that have been affected by pollution.
3. Noise Pollution	3. a. Causes - Refer to (2) 73T3 Discuss student's personal experiences with noise on the job, in town, and at home. b. Discuss loss of hearing, ear protection, decrease in worker efficiency, mental health hazards.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Prevention of Pollution	B. This section discusses industrial, governmental, and home pollution prevention.
1. Industrial Pollution	1. Prevention - Point out problems of industry as compared to non polluting methods shown in (2) 72T4. Discuss antipollution devises, research on pollution, personal pollution protection.
2. Governmental Pollution	2. Prevention - Discuss stiff regulations and penalities, long range planning, public education, public facilities for prevention, (i.e. landfills, trash collection, re-cycling centers) Show (2) 73T5.
3. Home Pollution	3. Prevention - Show (2) 72T6, point out what students can do to help prevent pollution at home: use items which can be recycled, proper disposal of bulk waste, junk cans, solid waste; support anti-pollution governmental regulations.

3. APPLICATION

A. Discuss how you can make an individual contribution to halt pollution.
B. Have class write letters to city and state on current problems

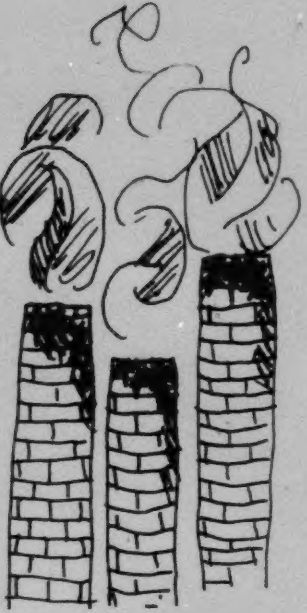
4. TEST

A. Give objective quiz on causes and effects of air, water, noise, and solid waste pollution.
B. Have student groups discuss and present oral reports on preventive measures against pollution in one of four (4) pollution areas: air, water, noise or solid waste.

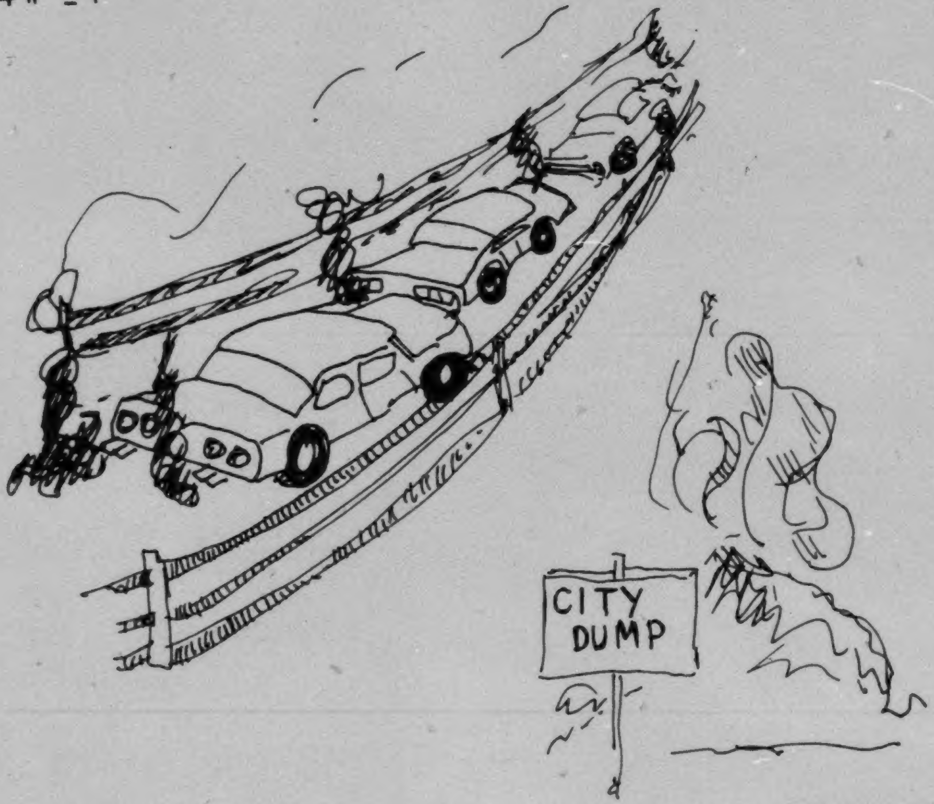
SUGGESTED ACTIVITIES:

A. Field trip to local sewage or water treatment plant.
B. Compile list of local offenders and suggestions for remedies.
C. Have students participate in Ecology Week. They report on everything which they did as individuals, within that week, to prevent or stop pollution of the environment.

NEXT LESSON: How to Select and Evaluate a Company for Permanent Employment

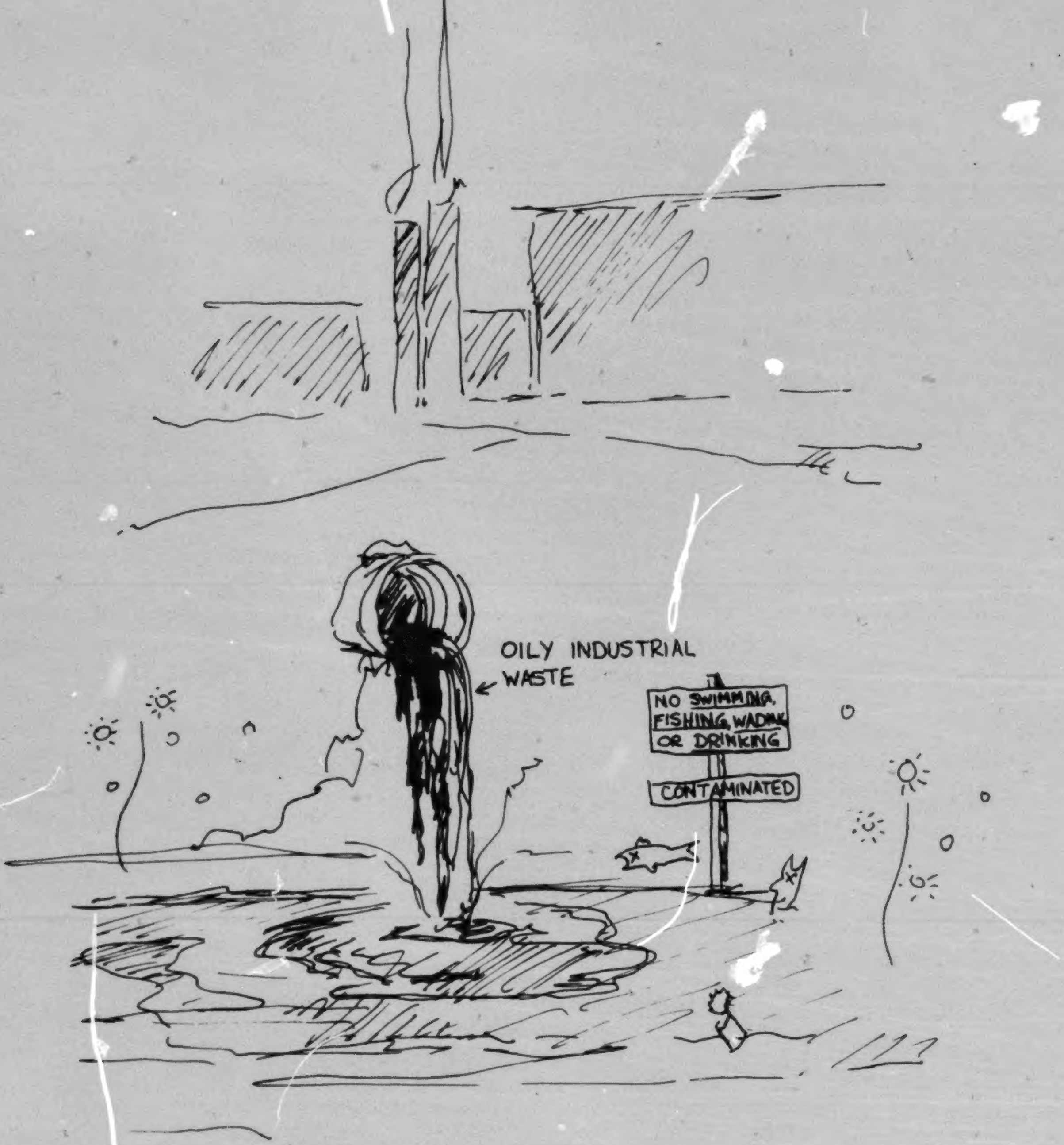


AIR POLLUTION



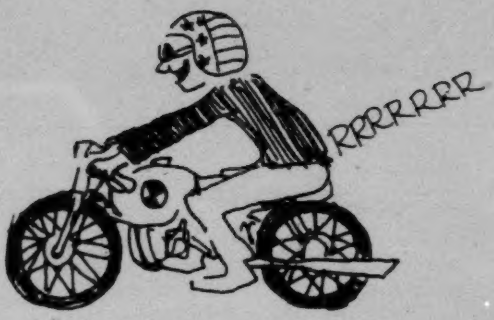
Transparency (2) 73T1

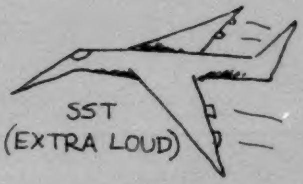
WATER POLLUTION

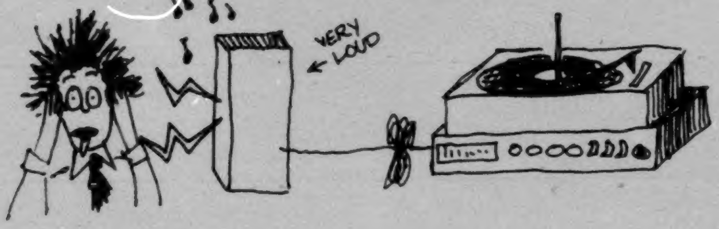

OILY INDUSTRIAL WASTE
NO SWIMMING, FISHING, WADING OR DRINKING
CONTAMINATED

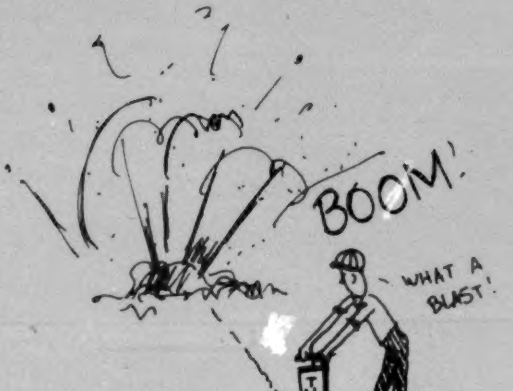
Transparency (2) 73T2

NOISE POLLUTION

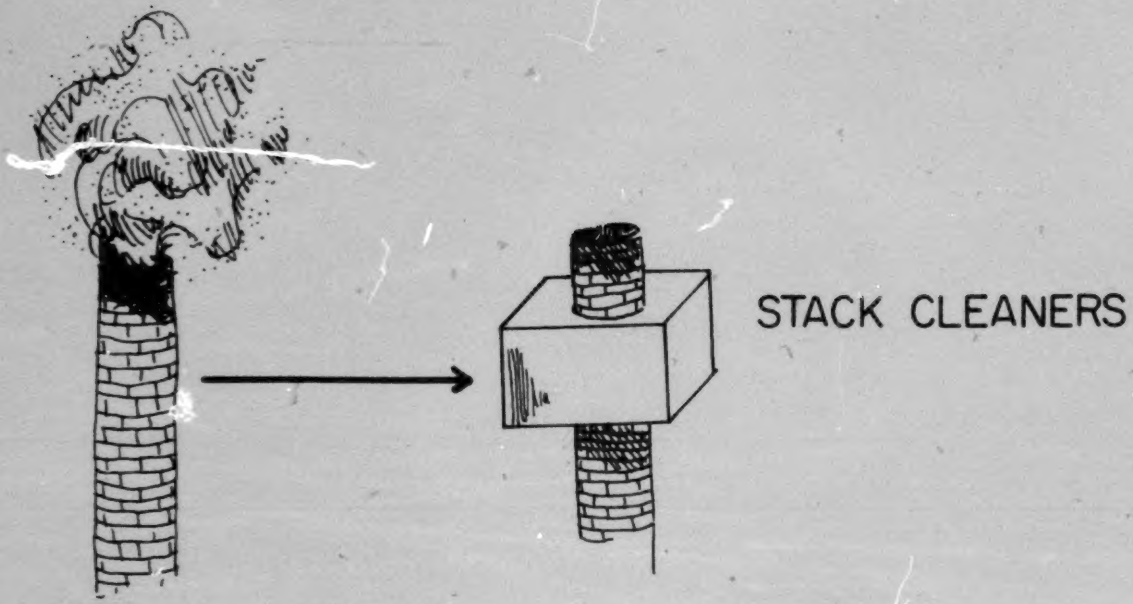



SST
(EXTRA LOUD)

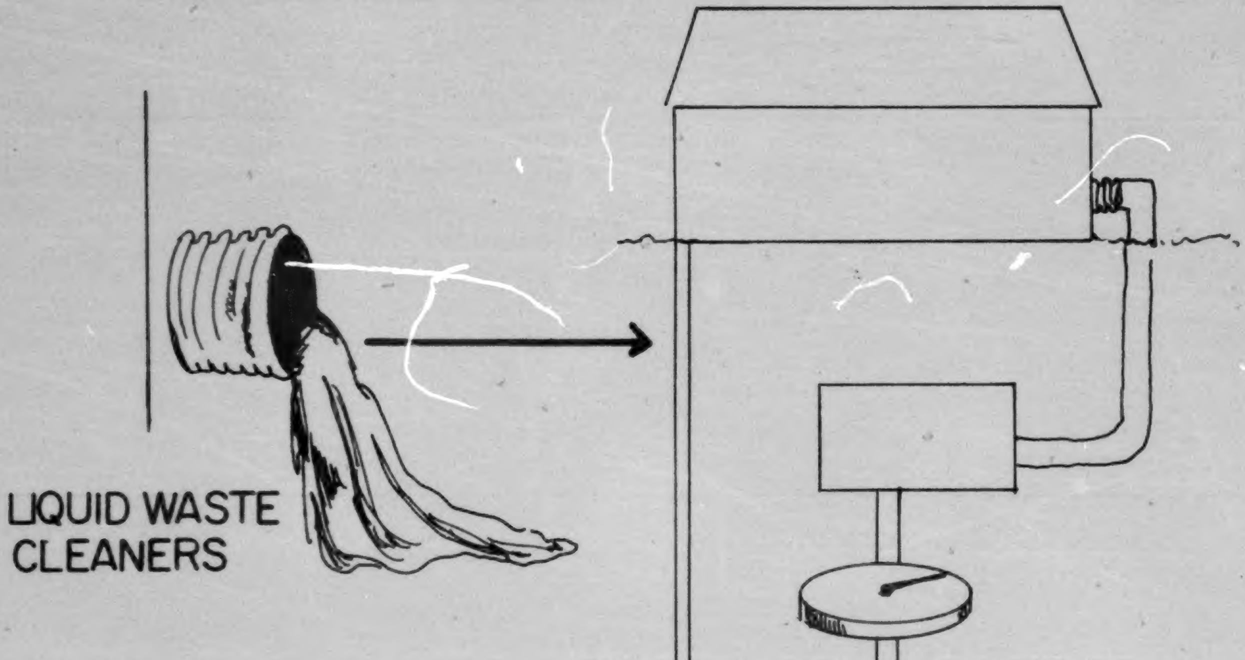



BOOM!
WHAT A BLAST!
TNT

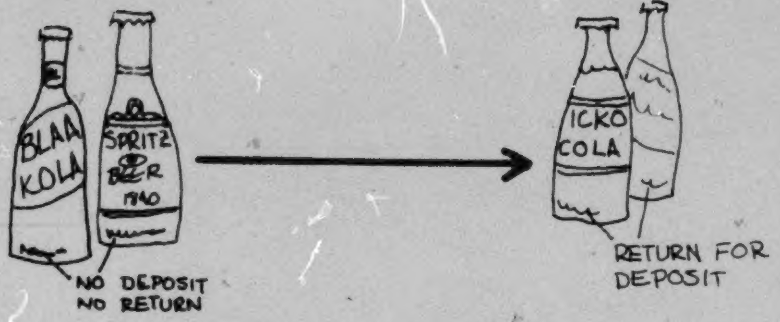
Transparency (2) 73T3

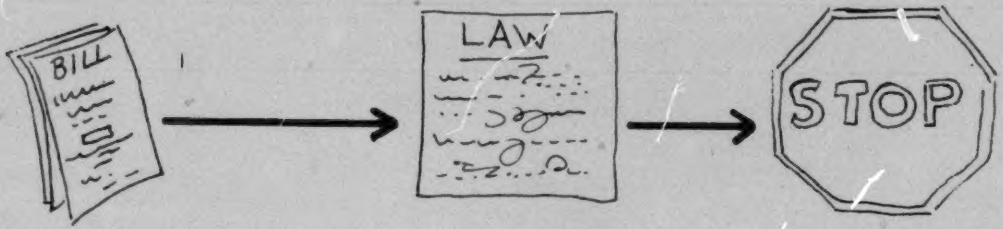

STACK CLEANERS

POLLUTION CONTROLS IN INDUSTRIES

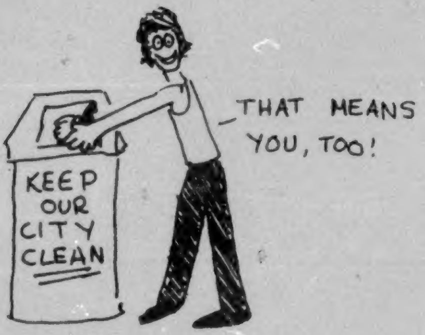

LIQUID WASTE
CLEANERS

Transparency (2) 73T4


BLAA KOLA
SPRITZ BEER 1940
NO DEPOSIT NO RETURN
ICKO COLA
RETURN FOR DEPOSIT

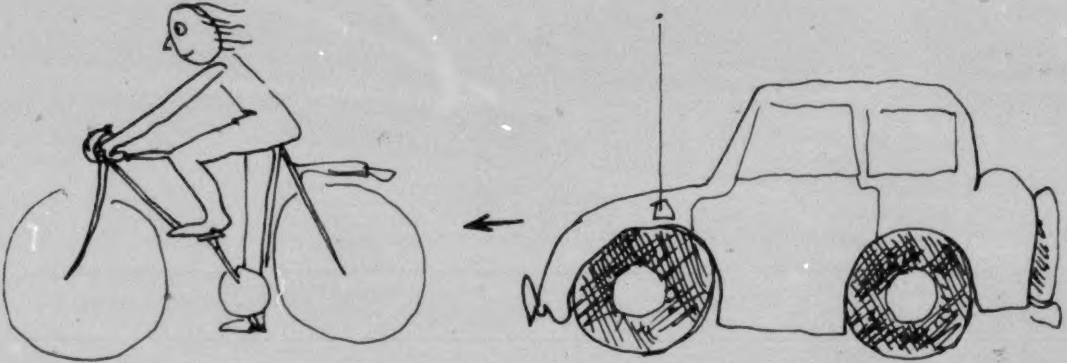

BILL
LAW
STOP

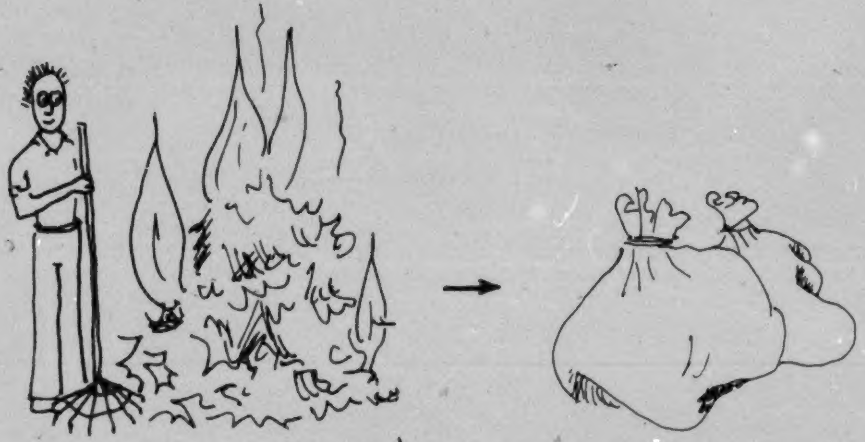
POLLUTION PREVENTION IN GOVERNMENT

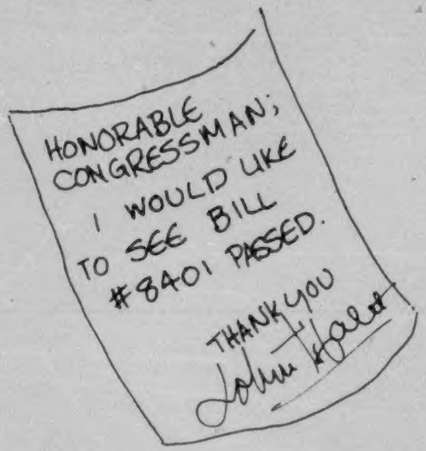

KEEP OUR CITY CLEAN
THAT MEANS YOU, TOO!

Transparency (2) 73T5

POLUTION PREVENTION AT HOME







HONORABLE CONGRESSMAN;
I WOULD LIKE TO SEE BILL #8401 PASSED.
THANK YOU

Transparency (2) 73T6

CASE STUDY
"The Braxton Bottling Company"

On January 1st, the Braxton Bottling Company was told that no more non-returnable bottles would be legally sold in the City of Braxton, and that effluent wastes that the Company had been dumping into "Ripple Creek" would have to be disposed of in another manner.

Mr. Claxton, the president of the Company was really upset, especially since Braxton Bottling was a community-minded company which was always sponsoring community projects and providing free sodas. Now Mr. Claxton was forced with having to move the company to another city, close the company down completely (which would mean laying off 123 employees), or coming up with a new solution to sell his products.

(It should be noted that in 1974, the Braxton Company had converted to non-returnable bottling machines and bottles to meet competition The Company still owed $75,000.00 on a bank loan for the machines.)

Since the creation of the "no non-returnable bottle law" and the "water pollution law" was largely the product of the local high school's Industrial Cooperative Training students campaign at City Hall, Mr. Claxton decided to go to the ICT class and confront them with his Company's dilemna, hoping to find a solution from the class.

1. What suggestions does the class have?
2. Do you think the class was right in having the law passed by the Braxton City Council? Why or why not?
3. What might the City Council do to help the Braxton Bottling Company?

Handout (2) 73H1

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 7
Lesson 3

BOOKS

As We Live and Breathe, National Geographic Society, 17th and M St. N.W. Washington, D.C. 20015, 1971
(Note: This book alone could cover entire subject; outstanding photographs.)

Commoner, Barry, Closing Circle, The, Nature, Man and Technology. Alfred A. Knopf Publishing Company, New York, New York, 1971.

Kelly, Katie, Garbage: The History and Future of Garbage in America. Saturday Review Press, New York, New York, 1973.

Man's Control of the Environment, Congressional Quarterly Publishers, 1414 22nd St. N.W., Washington, D.C. 20015.

FILMS

Garbage Explosion, 16 minute, color, state, 1973.

Refuse Problem, 14 minute, black and white, state, 1971.

ICT - 2

UNIT 8

How to Select and Evaluate a Company for Permanent Employment

Lesson 1. How to Select a Company for Permanent Employment

Lesson 2. How to Evaluate a Company

INSTRUCTOR'S LESSON PLAN
General Related Information

Unit 8
Lesson 1

SUBJECT: How to Select a Company for Permanent Employment

OBJECTIVE: The student will become familiar with criteria used in selecting a company for permanent employment.

TEACHING AIDS: Overhead Projector

MATERIALS: Handout (2) 81H1
Transparencies (2) 81T1-3

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.
Making the Most of Your Job Interview, distributed by the New York Life Insurance Company, 51 Madison Avenue, New York, New York 10010, 1971.

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1. PREPARATION (of the learner)

A. Give examples of how haphazard selection of a company might lead to unhappiness on the part of an employee.
B. Ask the class how this employee might have gone about selecting a place to work where he would have been happier and more successful.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. The Necessity of Being Selective	A. Must Select Right Company
1. Employers seldom come looking for you.	1. Refer to (2) 81T1. Invite class discussion on recruiting.
2. Investigate many companies before making a choice.	2. a. Refer to (2) 81T2. b. The more firms on your list the better chance of finding the right one. c. Visit with people from companies that show promise. d. Refer to (2) 81T3
3. Inquire about available job opportunities with employment agencies.	3. Discuss advantages and disadvantages of public and private employment services.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
4. Employment permanency is desirable.	4. Discuss advantages of staying with a company. a. Benefits accrue with seniority b. When you change employers you start at the bottom. c. With experience you increase in value to your employer.

3. APPLICATION

Ask students to complete employment survey (2) 81H1.

4. TEST

Students will be asked to write a brief report on the results of employment survey they made.

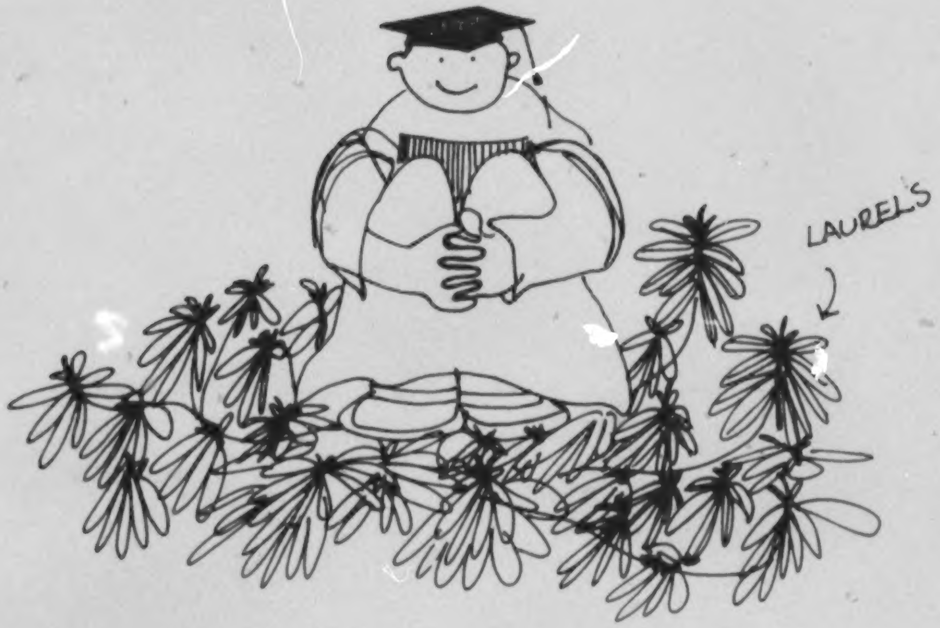
SUGGESTED ACTIVITIES:

A. Invite a speaker from the Virginia Employment Service
B. Invite a speaker from a private employment agency

NEXT LESSON: How to Evaluate a Company

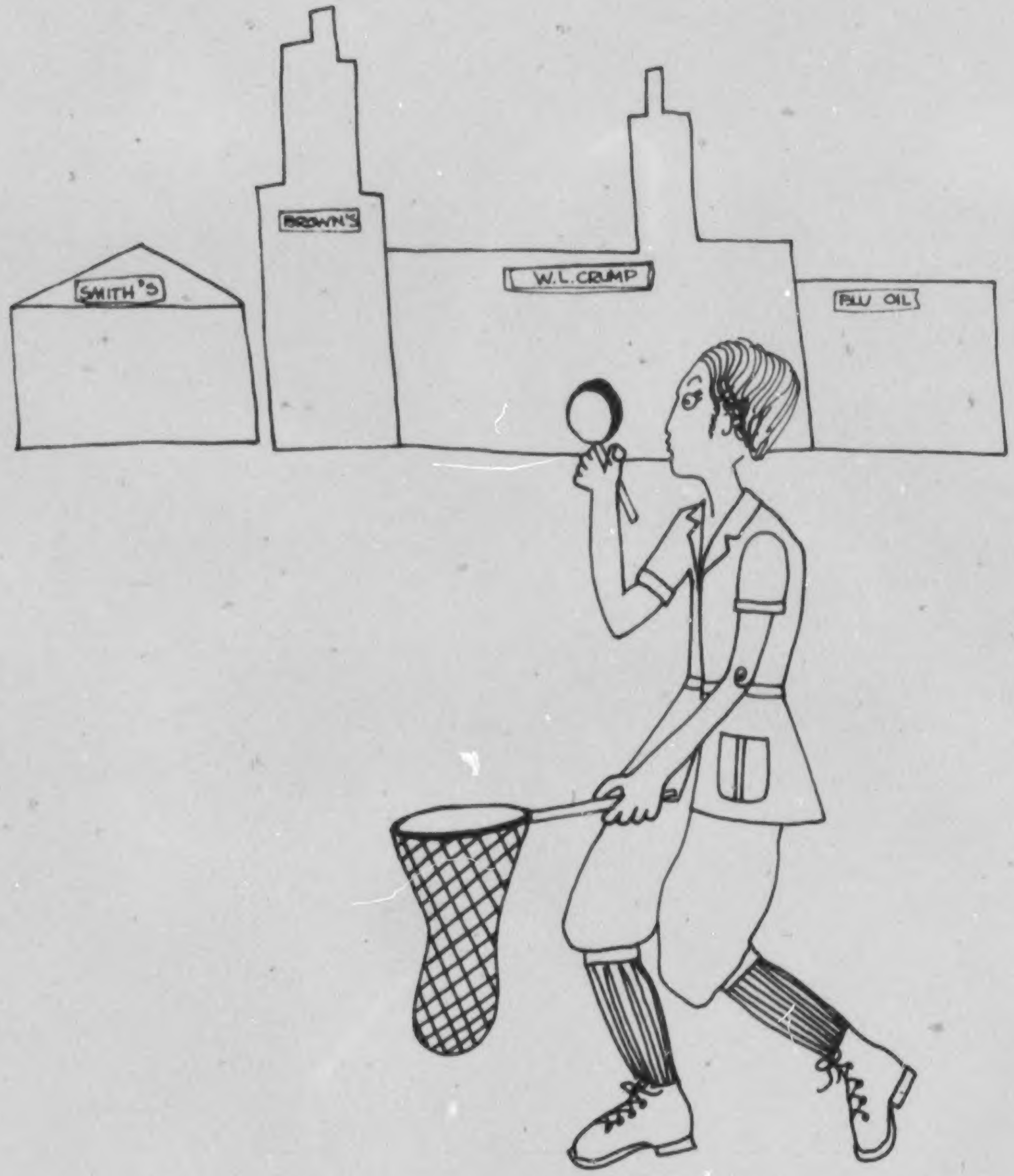
SO YOU GRADUATED ...

BIG DEAL!



DON'T SIT ON YOUR LAURELS ...
AND EXPECT THE RIGHT COMPANY TO
COME TO YOU!

Transparency (2) 81T1

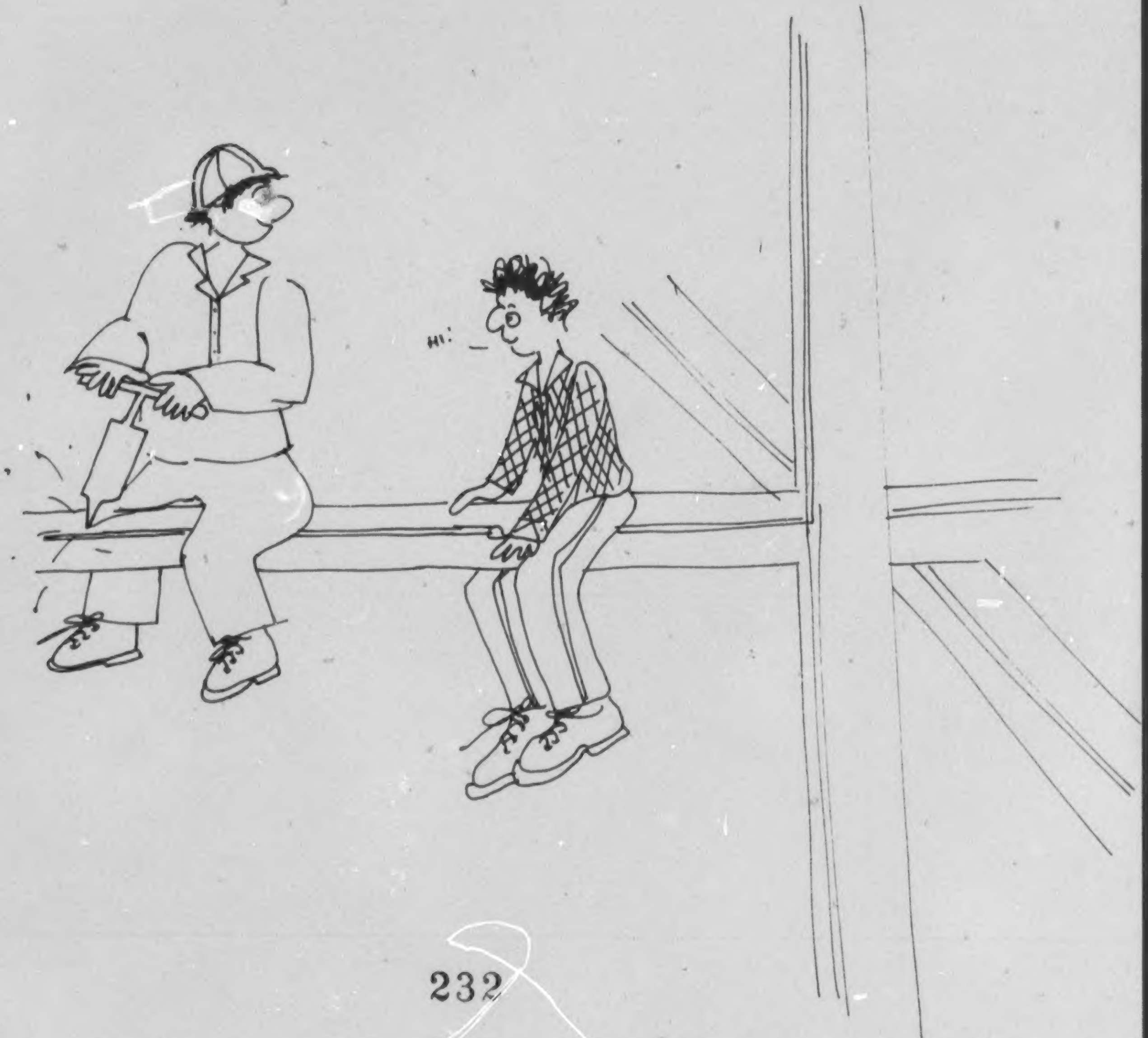

SMITH'S
BROWN'S
W.L.CRUMP
BLU OIL

LOOK AT MANY
BEFORE CHOOSING
YOUR COMPANY !

Transparency (2) 81T2

VISIT PEOPLE

FOR A FIRST-HAND IMPRESSION



Transparency (2) 81T3

Employment Survey

1. List ten companies or institutions which you would like to work for in your community.

   A.
   B.
   C.
   D.
   E.
   E.
   F.
   G.
   H.
   I.

2. Select five of the above companies and rate them one thru five.

   A.
   B.
   C.
   D.
   E.

3. Using the yellow pages of the phone book, write down the addresses and phone number of the five companies.

4. Contact these companies and write down their responses concerning job opportunities.

5. Contact the Virginia Employment Service and ask them the available jobs in your career choice area.

6. List five private employment agencies.

   A.
   B.
   C.
   D.
   E.

7. Contact the five listed private employment agencies and ask them about the available jobs in your career choice area.

Handout (2) 81H1

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 8
Lesson 1

BOOKS

How Not to Blow a Job Interview. Army Opportunities, P.O. Box 5510, Philadelphia, Pa. 19143, Free, 1975.

Kimball, Grady and Vineyard, Ben, Succeeding in the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois 1970.

Making the Most of Your Job Interview. No. P. 10334, New York Life Insurance Company, Public Relations Department, 51 Madison Avenue, New York, New York 10010, 1971.

FILMS

Getting a Promotion, 16mm - 14 minute color, 16 minute, state.

Your Job - Finding the Right One, 16mm, 14 minute, black and white, state, 1969.

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Unit 8
Lesson 2

SUBJECT: How to Evaluate a Company

OBJECTIVE: The student will be able to evaluate a company of his choice in terms of permanent employment.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts (2) 82H1, transparencies (2) 82T1-8

REFERENCES: Kimbrell, Grady and Vineyard, Ben, Succeeding in the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.

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1. PREPARATION (of the learner)

A. Give examples of the worth of fringe benefits
B. Compare benefits of two local companies

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Employment Considerations	A. Look at all possibilities
1. Personal values	1. a. Refer to (2) 82T1 b. Ask "Are your personal values likely to be satisfied by this job?"
2. Working conditions	2. a. Discuss what makes good working conditions. Refer to (2) 82T2
3. Employee stability	3. a. Refer to (2) 82T3 b. A high turnover rate tells you "Something is wrong here"
4. Discrimination	4. a. Refer to (2) 82T4 b. Are employees treated fairly?
5. Location	5. a. Would transportation be a problem? b. Is appropriate housing available? c. Would you be convenient to school, shopping, entertainment, and spiritual needs? d. Refer to (2) 82T5.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
6. Salary	6. a. Can this company pay you what you are worth? b. Refer to (2) 82T6 c. Can you live in that location on that salary?
7. Fringe benefits	7. a. Good fringe benefits can add considerably to your total earnings. b. Does your company offer (list and discuss) 1) Retirement 2) Paid holidays 3) Paid vacations 4) Medical and hospital insurance 5) Life insurance 6) Sick pay 7) Credit union 8) Stock buying options 9) Others c. Refer to (2) 82T7
8. Training facilities	8. a. Is there an adequate company training program? b. Are there special training courses available elsewhere?
9. Advancement opportunities	9. a. Refer to (2) 82T8 b. Would this be a "dead end" position for you?
10. Other considerations	10. a. Ask for and list any other considerations that students suggest.

3. APPLICATION

A. Procure an outside speaker, such as the personnel officer of a a large local firm.
B. Ask students to evaluate a local firm and give their impressions of the industry. (2) 82H1
C. Have students investigate and bring in a report on their present employer, based on criteria discussed in this lesson. Compile and discuss the consensus of information.

4. TEST

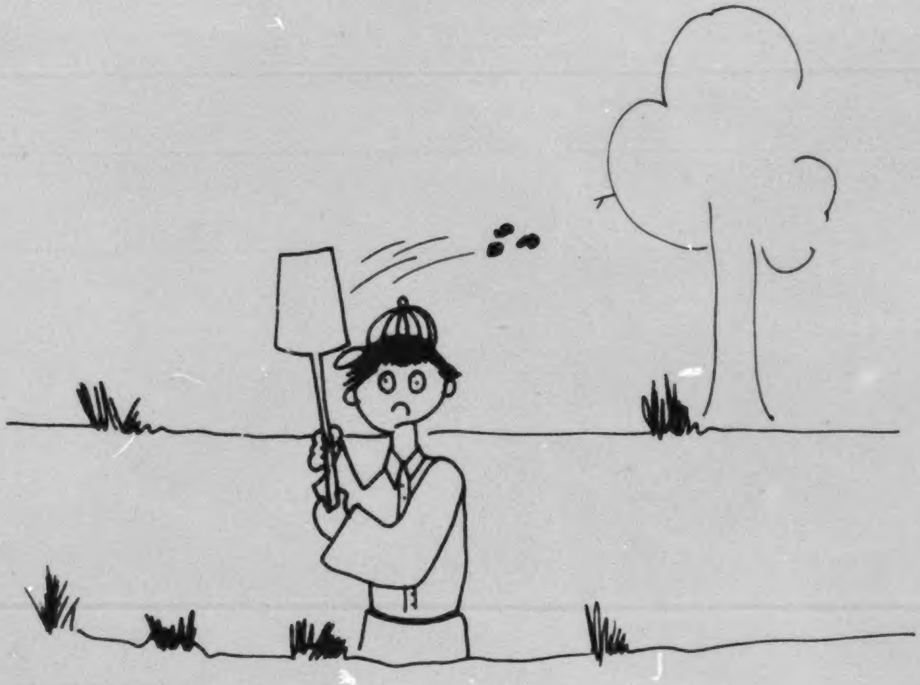
Students will be asked to evaluate a company as a prospective employer in terms of the criteria discussed in this lesson.

SUGGESTED ACTIVITIES

A. Role playing of an interviewer and an applicant discussing company benefits.
B. Bring in firm publications listing benefits and describe.

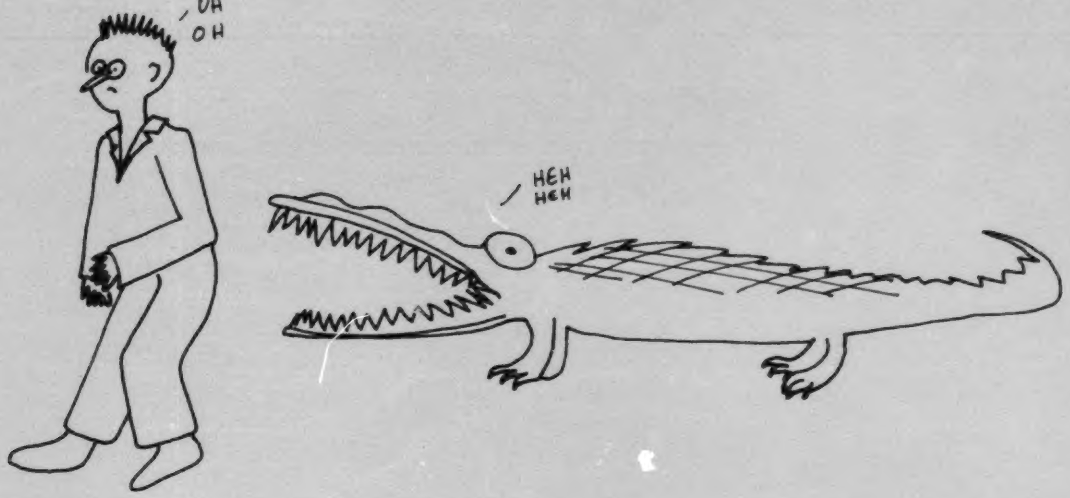
NEXT LESSON: Post High School Education and Training.

DOES YOUR JOB GIVE YOU PERSONAL SATISFACTION?



WHAT ARE YOUR PERSONAL VALUES?

ARE YOUR WORKING CONDITIONS

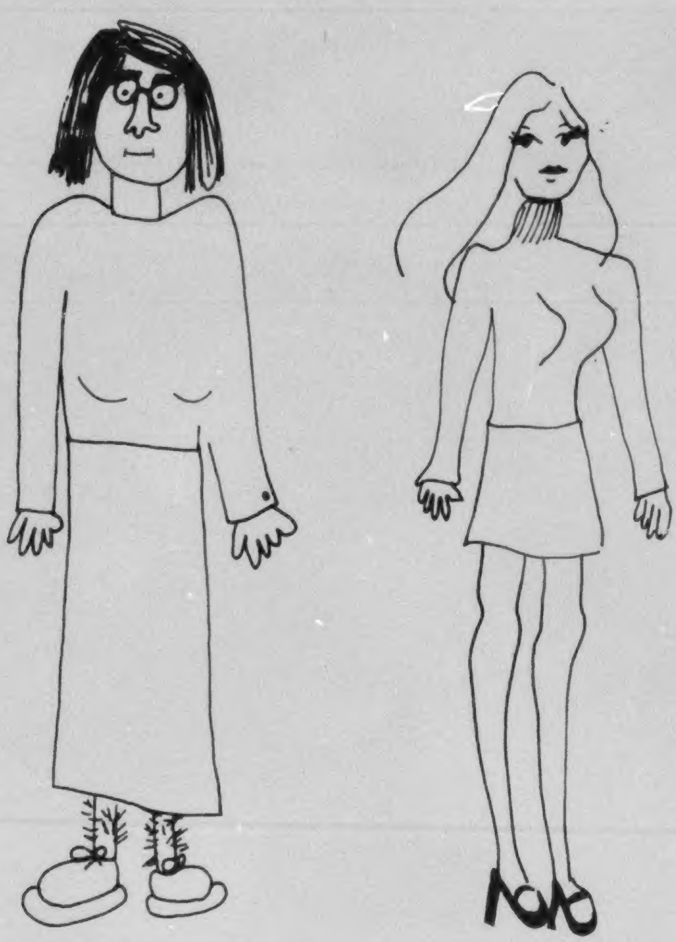

UH OH
HEH HEH

SATISFACTORY ?

Transparency (2) 82T2

ARE EMPLOYEES FREQUENTLY HOPPING... AWAY?

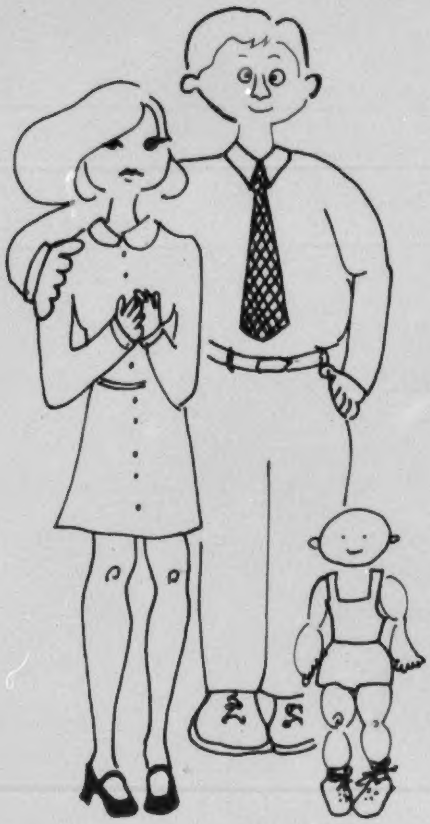
DISCRIMINATION ?



GUESS WHICH SECRETARY
GETS THE JOB ?

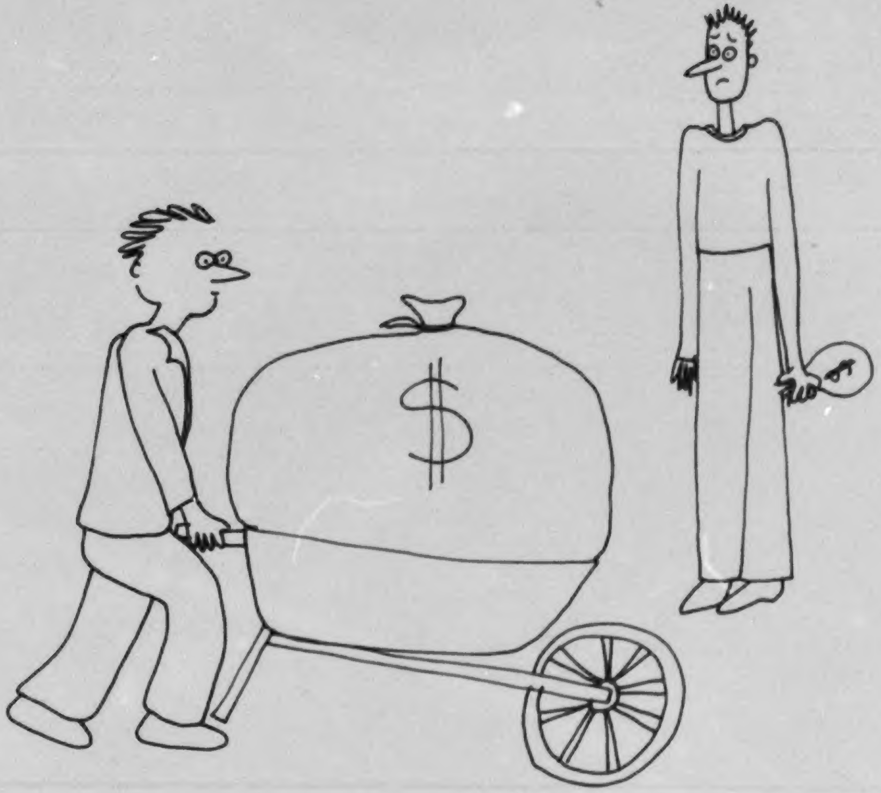
Transparency (2) 82T4

WILL JUNIOR BE CLOSE TO A GOOD SCHOOL?



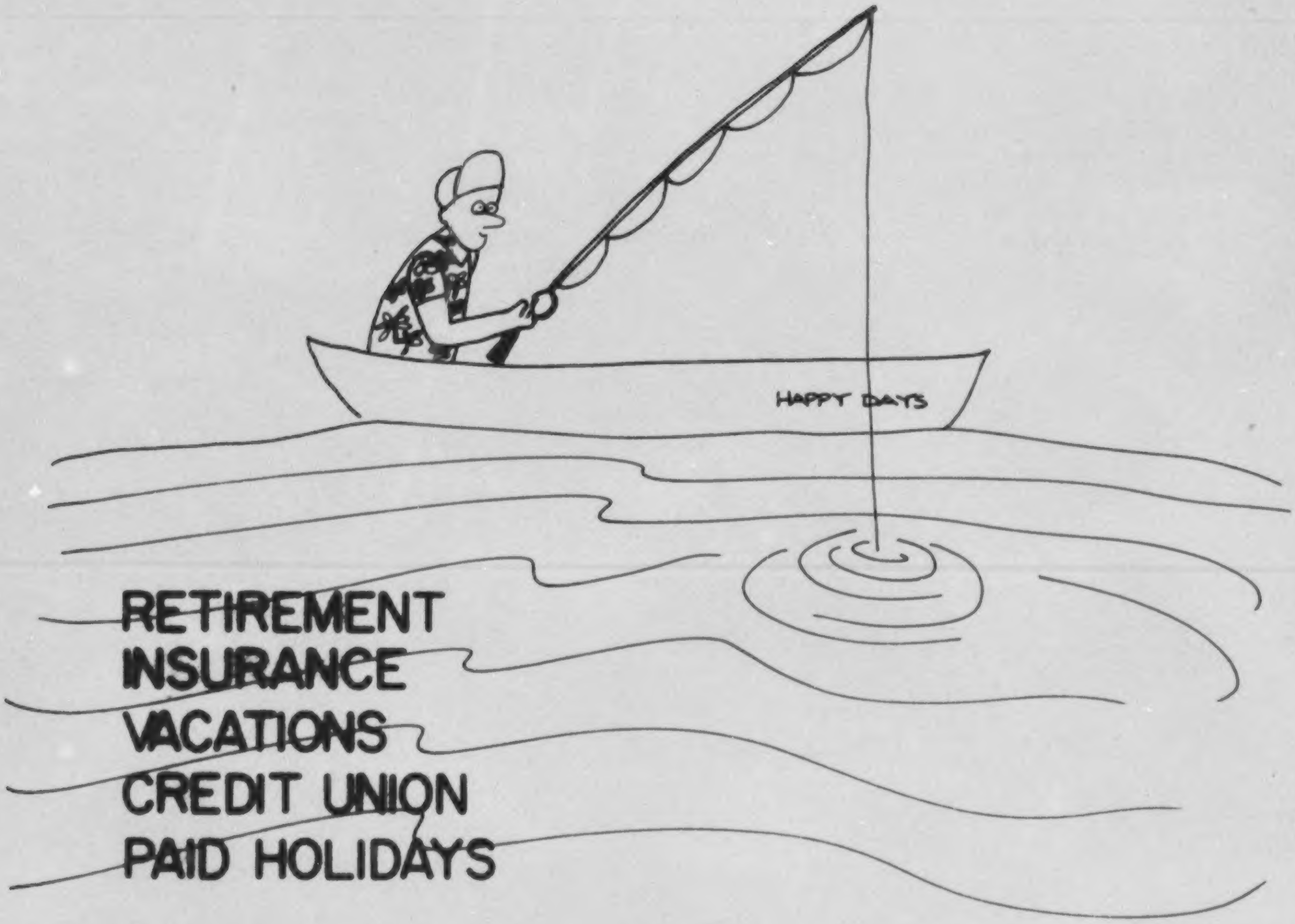
Transparency (2) 82T5

SALARY



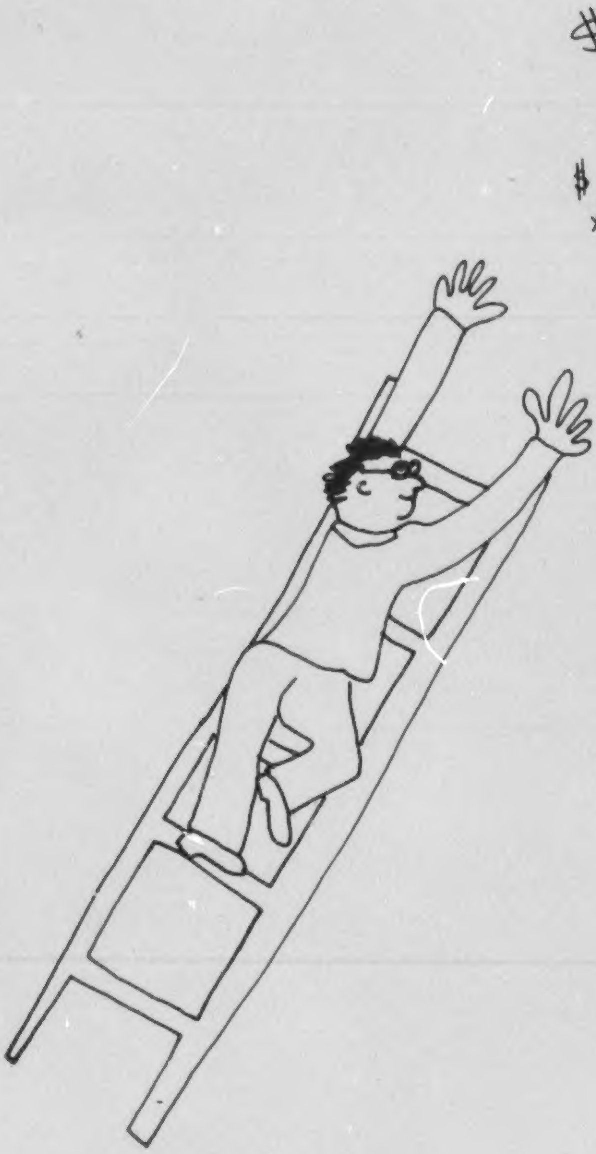
WILL YOUR EARNINGS BE AS HIGH AT ONE COMPANY AS AT ANOTHER?

FRINGE BENEFITS



- RETIREMENT
- INSURANCE
- VACATIONS
- CREDIT UNION
- PAID HOLIDAYS

ADVANCEMENT OPPORTUNITIES



BE SURE THERE ARE GOALS
YOU CAN REACH FOR!

Transparency (2) 82T8

Evaluating an Industry For Employment

Each student is asked to pursue the study of one industry. The study should result in a paper turned in on or before ( ). The purpose is to provide a basis for understanding industries in general and evaluating a specific company for employment.

Two or more persons may choose the same industry and they may do their research together. Each student is expected to submit a complete report.

The industry chosen should be one that you may be interested in employment now or at some future date.

The following plan is only suggestive of what may be included in the study.

Employment Information

a. What are the working conditions?
b. What is the employee turnover or what is the stability of employment?
c. What evidence is there of discrimination?
d. What are the wage and salary scales?
e. What fringe benefits are available?
f. What training is available?
g. What are possible advancement opportunities?

Origins and Development of the Industry

a. Time and place. If it evolved from primitive times through what stages did it pass to become a mature industry?
b. What scientific developments underlie the industry? What persons were responsible for these developments?
c. If this industry is one in a chain of developing industries, what other "links" are in the chain?
d. In what way is the industry affected by transportation and communication?
e. What have been the recent technical developments?

The Products of the Industry

a. What is the product(s) by name? By function or purpose?
b. Who uses the product?
c. How many are produced in a day? Month? Year? (Units: yards, tons, pounds, etc.)
d. What is the production trend?
e. What is the dollar value of the product?
f. What part of this value is added by the industry?

The Manufacturing Process

a. How is the product made?
b. What machines are peculiar to the industry?
c. What is the nature of "mass production" in this industry?
d. What is the trend in terms of output per worker?
e. Has the process been changed significantly in the past 30 years?
f. What is the power source?

The Working Force

a. How many are employed directly? Indirectly?
b. What scope of occupation is represented?
c. What is the distribution of the working force among skilled, semi-skilled, unskilled? What is the trend?
d. What is the wage picture in representative occupation?
e. What type of engineering underlies the industry? Approximately what is the engineering percentage?
f. How does a person obtain employment in this industry?

Location of the Industry

a. Where are the primary manufacturing industries located?
b. Why are the industries so located? (Consider transportation, sources of raw materials, sources of labor, market, etc.)
c. Is the trend toward centralization or decentralization?
d. Is the geographical location shifting? If so, are the reasons apparent?

Labor Management Relationships

a. What are the names of the largest companies in the industry?
b. What agreements now prevail between labor and management?
c. What have been the issues in negotiations?
d. What has been the work record over a period of years?

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 8
Lesson 2

BOOKS

Kimball, Grady and Vineyard, Ben, Succeeding in the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.

Moody's Investors Service, 99 Church Street, New York, New York 10007

Occupational Outlook Handbook Bulletin No. 1785, Bureau of Labor Statistics, 1515 Broadway, New York, New York 10001.

The Encyclopedia of Careers and Vocational Guidance, Doubleday Publishing Company, 501 Franklin Avenue, Garden City, New York 11530, 1971.

FILMS

Your Job - Getting Ahead, 16mm, Color, 16 minute, state, 1969.

Your Job - Good Work Habits, 16mm, 14 minute, color, state, 1969.

ICT - 2

UNIT 9

POST HIGH SCHOOL EDUCATION AND TRAINING

Lesson 1: Importance and Sources of Post High School Education and Training

Lesson 2: Factors in Selecting Post High School Education and Training

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 9
Lesson 1

SUBJECT: Importance and Sources Post High School Education and Training

OBJECTIVE: Student will be able discuss importance and sources of post high school education and training programs.

TEACHING AIDS: Overhead projector, transparencies

MATERIALS: Transparencies, (2) 91T1-5

REFERENCES: Succeeding in the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1974.

SPEAKERS: An armed forces recruiter, guidance counselor, local apprenticeship or labor representative, Virginia Employment Commission representative

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1. PREPARATION (of the learner)

A. What are your future plans?
B. Will your plans require additional education?
C. Can additional education help you earn more money and give you better job security?

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Education and Job Security	A. 1. High unemployment of high school dropouts 2. High percentage of persons without high school diplomas in the lowest paying jobs. 3. Jobs requiring very little or no training are vanishing Example: Over 3 million agricultural jobs requiring little or no training have been lost in the past 10 years. 4. Workers with more education employed in better jobs. Show (2) 91T1.
B. Education and Your Earning Potential	B. Discuss the difference between the earning potential of each group: 1. High school dropout 2. High school graduate 3. College graduate Show transparency: (2) 91T2.

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Sources of Post High School Education	C. Compare different post-high school education sources 1. Community colleges, junior colleges, four year colleges and universities Explain: The difference between community college and junior college. Refer to ICT 2-91T3 2. Adult Education Classes: List your county's (city's) offerings. 3. Technical schools: Make a survey of technical schools in your area and the course selections. Refer to (2) 91T4 4. List area industries and their training programs. Refer to (2) 9125 5. Apprenticeship programs: a. Review what was covered in ICT-1 b. List apprenticeship programs available in your area (1) Point out requirements for enrollment (2) Give necessary information 6. Correspondence courses: a. List different schools(and addresses) offering this type of program b. Discuss the good and bad points of such programs 7. Military service and schools: a. List some of the choices: pass out materials b. Compare the educational offerings to those available at civilian schools. List the pros and cons of military training

3. APPLICATION

Have the student investigate each area of post-high school education and explain how each can possibly help him achieve his career goals.

Divide the class into several groups. Each group will invite persons from the community representing various occupations. These people will talk to the entire class about their individual jobs, money they earn, future outlook of their job, and how much training or education is required for their jobs.

4. TESTS

List and discuss post-high school education programs which are available.

Select one educational program that will help you to achieve your career goals. Explain how this program will aid you. Discuss why you selected this program over the other programs.

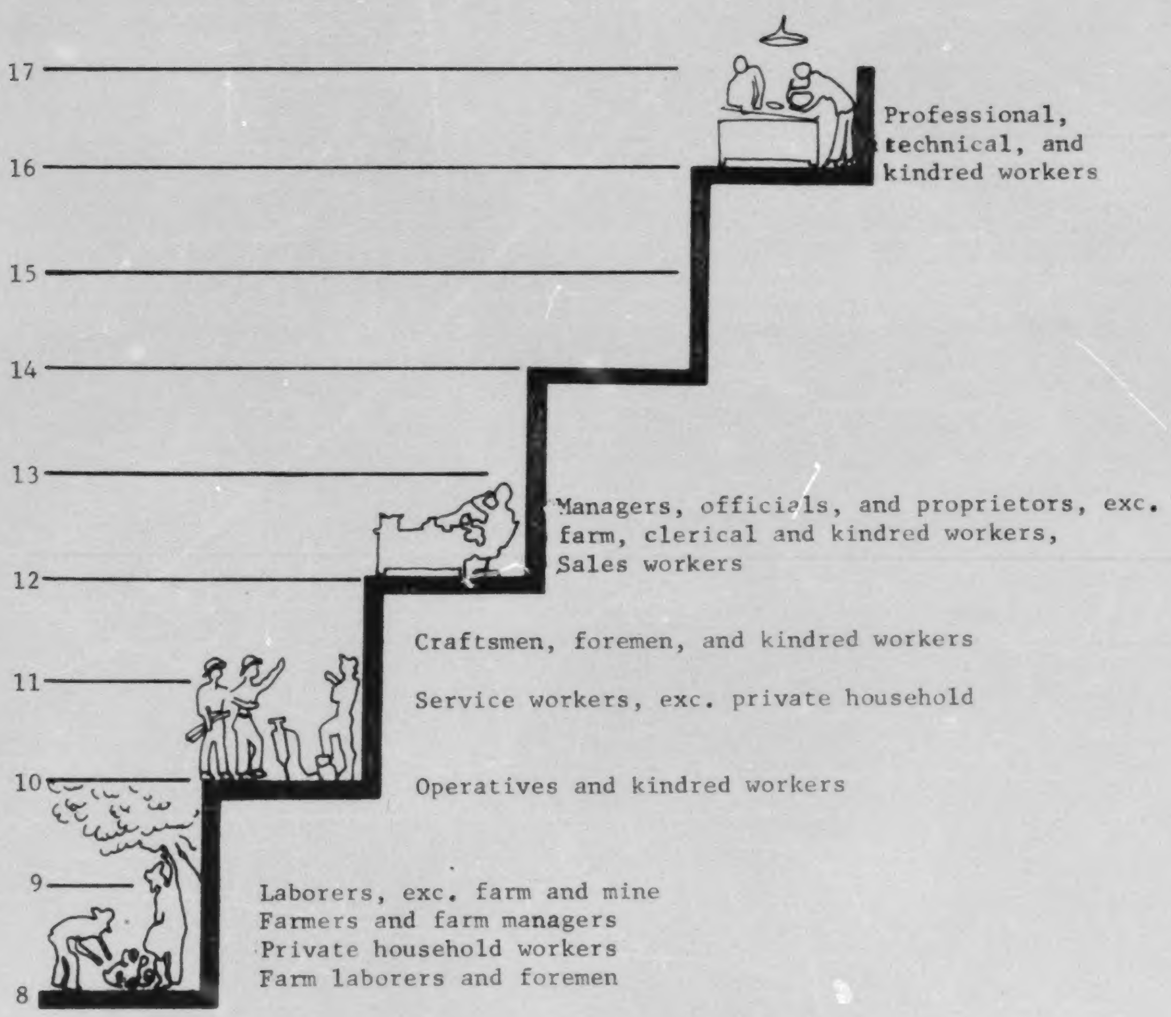
SUGGESTED ACTIVITIES:

A. Invite outside people to the classroom such as an Armed Service recruiter, vocational school representative, or local apprenticeship or labor representative.
B. Have the students read and discuss Succeeding in the World of Work, Chap. 17.
C. Have students research two occupations. Have them report what the jobs involve, the earning potentials of the job, the employment outlook, the production and advancement which can be expected, and type and amount of education necessary.

NEXT LESSON: Factors in Selecting Post High School Education and Training

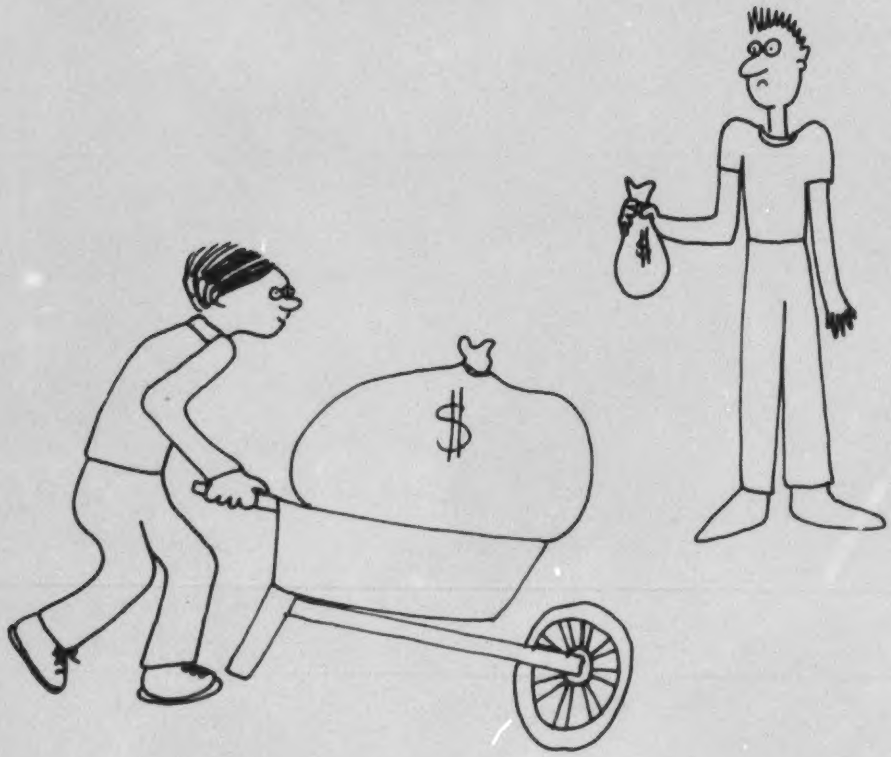
WORKERS WITH MORE EDUCATION ARE EMPLOYED IN BETTER JOBS

MEDIAN YEARS OF SCHOOL COMPLETED BY MAJOR OCCUPATIONAL GROUP



Source: U.S. Department of Labor, Bureau of Labor Statistics, 1972.

INCREASING YOUR EARNINGS



THE EDUCATION YOU HAVE AND THE SKILLS YOU LEARN ARE CLOSELY RELATED TO THE MONEY YOU WILL EARN DURING YOUR LIFE.

LIST THE COMMUNITY COLLEGES IN YOUR AREA.

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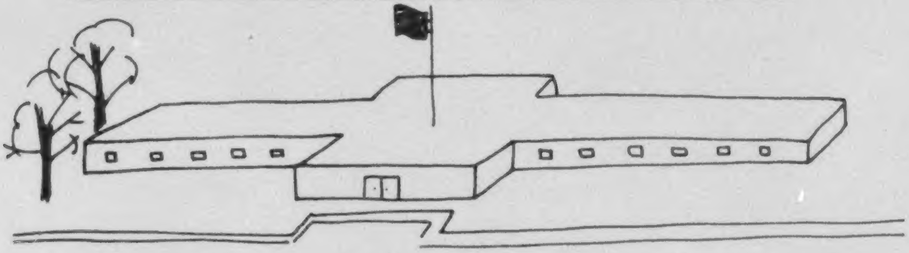

LIST THE TRADE SUBJECTS TAUGHT IN THE COMMUNITY COLLEGE.

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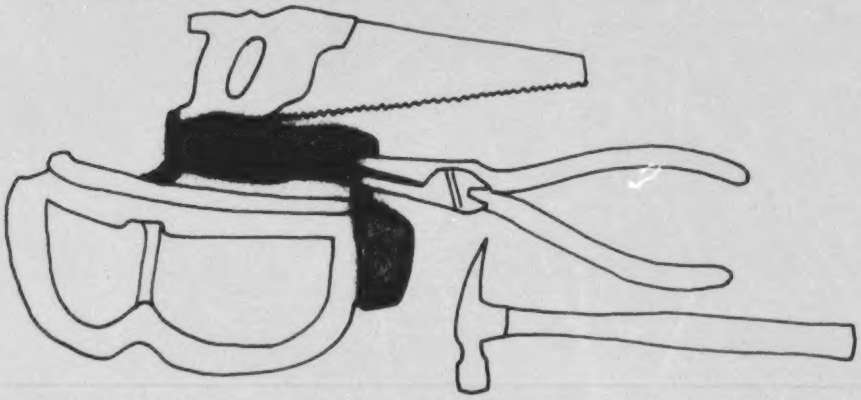
LIST THE TECHNICAL SCHOOLS IN YOUR AREA.



LIST THE OCCUPATIONS TAUGHT IN THE TECHNICAL SCHOOLS.

Transparency (2) 91T4

LIST THE INDUSTRIES IN YOUR AREA.

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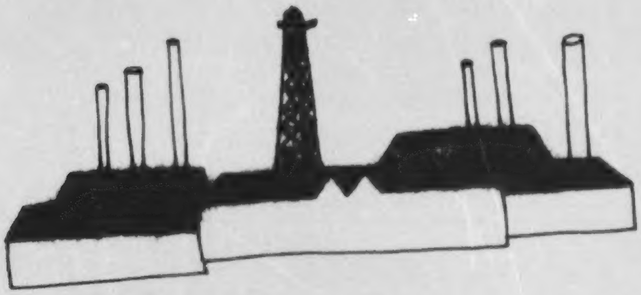

LIST THE TRAINING PROGRAMS FOUND IN THE INDUSTRIES.

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SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 9
Lesson 1

BOOKS

Succeeding in the World of Work. McKnight and McKnight Publishing Co., Bloomington, Illinois 21701, 1974.

BOOKLETS

Apprenticeship Training in Virginia. Department of Labor and Industry; Division of Apprenticeship Training, P.O. Box 1814, Richmond, Virginia 23219, 1969.

A Cooperative Working Agreement Between Industrial Cooperative Training and Apprenticeship Training. Department of Labor and Industry, Division of Apprenticeship Training, P.O. Box 1814, Richmond, Virginia 23219, 1969.

FILMS

The Apprentice. 10 minutes, State.

PAMPHLETS

"Looking Ahead" and "Can I be an Apprentice." These pamphlets will be included in a packet of materials when you order the above booklets from the Department of Labor and Industry, Division of Apprenticeship Training, P.O. Box 1814, Richmond, Virginia 23219, 1969.

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Unit 9
Lesson 2

SUBJECT: Factors in Selecting Post High School Education and Training

OBJECTIVE: Student will be able to discuss factors involved in selecting post high school education and training.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies (2) 92T1-7 and (2) 92H1 and Handout (2) 92H1

REFERENCES: Kimbrell, Grady and Vineyard, Ben, Succeeding in the World of Work, McKnight and McKnight Publishing Company.

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1. PREPARATION (of the learner)

Pass out handout (2) 92H1 and discuss factors in selecting post high school educational training. Then have students answer three questions at the bottom of handout after picking an occupation in which they are interested.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Cost	A. Discuss and compare cost information 1. Community college 2. Vocational schools 3. Private schools 4. Correspondence course 5. Apprentice programs 6. Military service and schools
B. Location	B. Discuss how location might affect the individual and his efforts to reach his goals.
C. Ethical considerations	C. Discuss any ethical questions students might have toward an institution or program.
D. Location	D. Discuss traveling cost and being away from home.
E. Narrowing the occupational training field down to meet your needs.	E. Questions which need to be investigated before occupational training 1. Is the occupational training challenging?

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
E. Narrow the occupational training field down to meet your needs (cont.)	a. Is occupation interesting and will the interest last over the years? Refer to (2) 92T1
	2. Can I succeed in this education or training? Refer to (2) 92T2
	3. How much can I earn after this training? Refer to (2) 92T3
	4. What is the atmosphere in the educational institution or training situation? Refer to (2) 92T4
	5. Can you advance after this education or training? Refer to (2) 92T5
	6. Do I have enough basic training? Refer to (2) 92T6
	7. What is the future outlook for employment in this occupation? Refer to (2) 92T7

3. APPLICATION

Have student select an institution or place of training and interview someone who is in a training program. Prepare a report based on factors discussed in this unit.

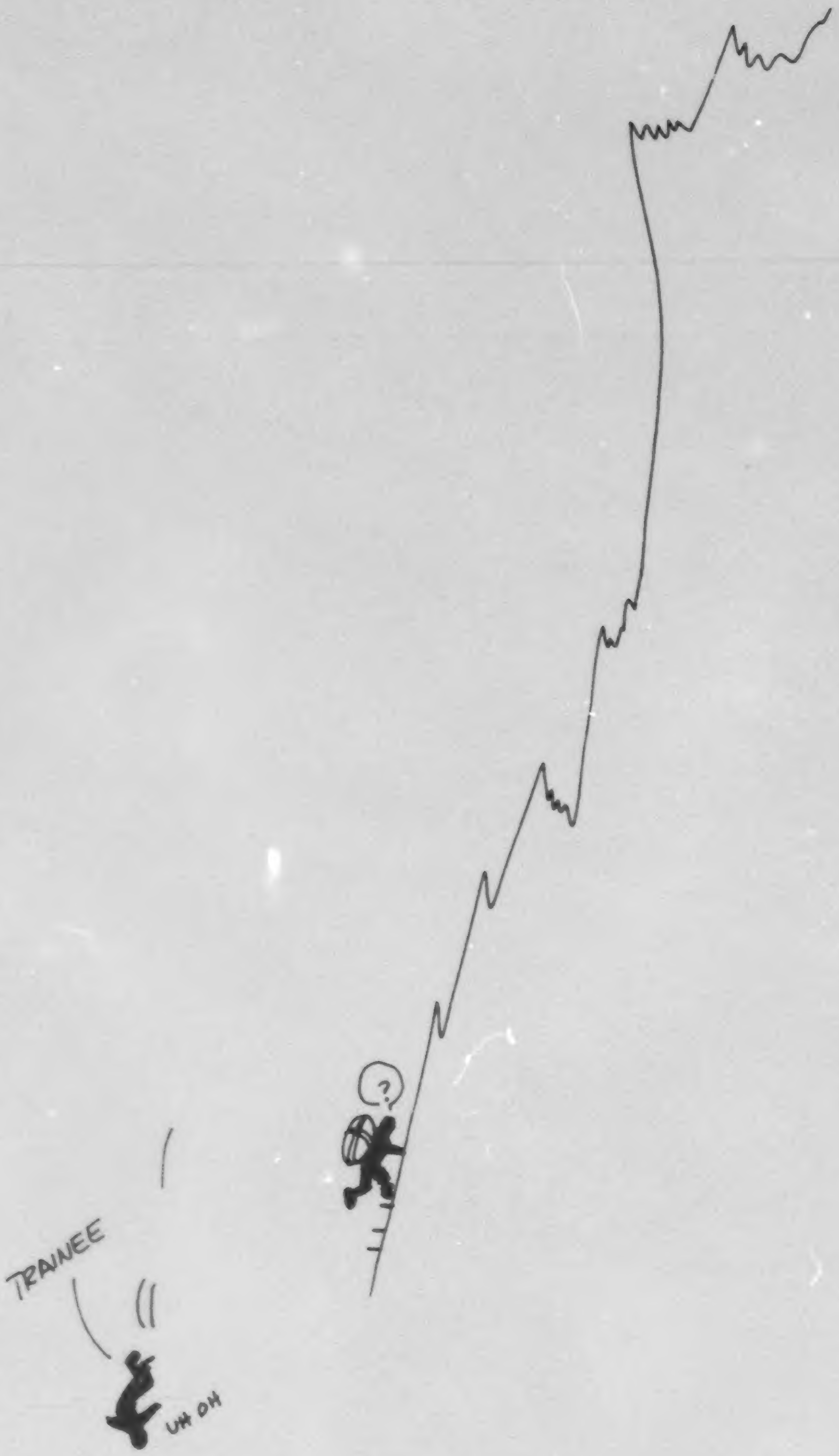
4. Test

List and discuss factors which must be considered in making a decision concerning post high school education and training.

SUGGESTED ACTIVITIES

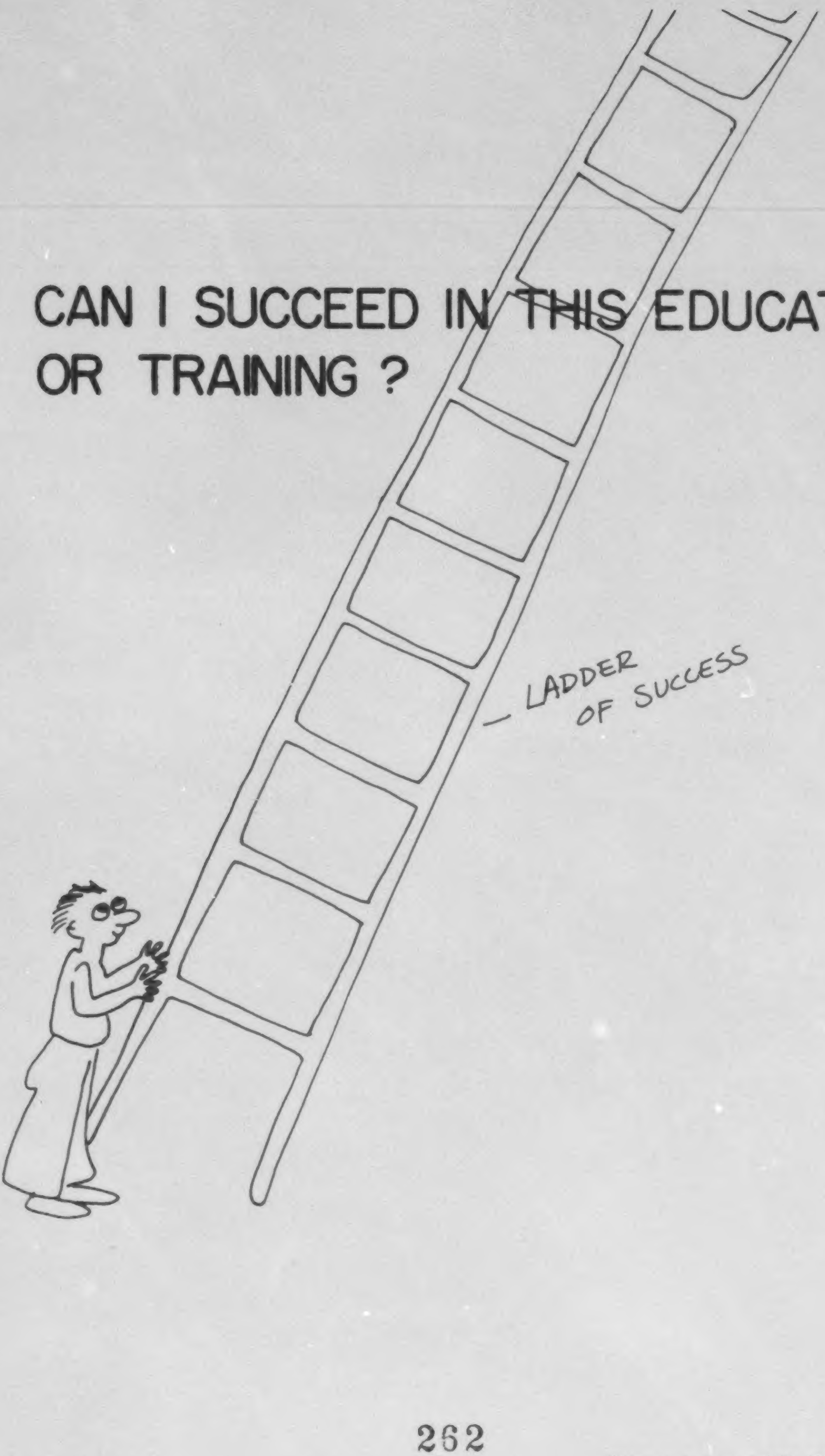
Have the students read and discuss Succeeding in the World of Work, Chapter 19.

NEXT LESSON: Values


TRAINEE
UH OH
?

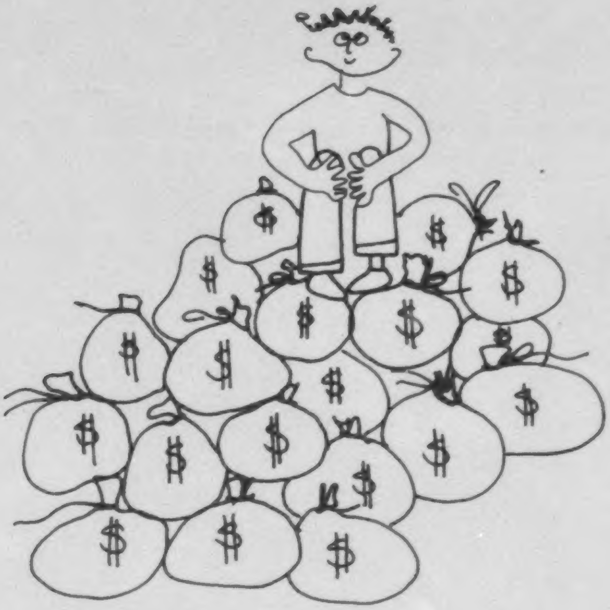
IS THIS OCCUPATIONAL TRAINING CHALLENGING ?

CAN I SUCCEED IN THIS EDUCATION OR TRAINING ?

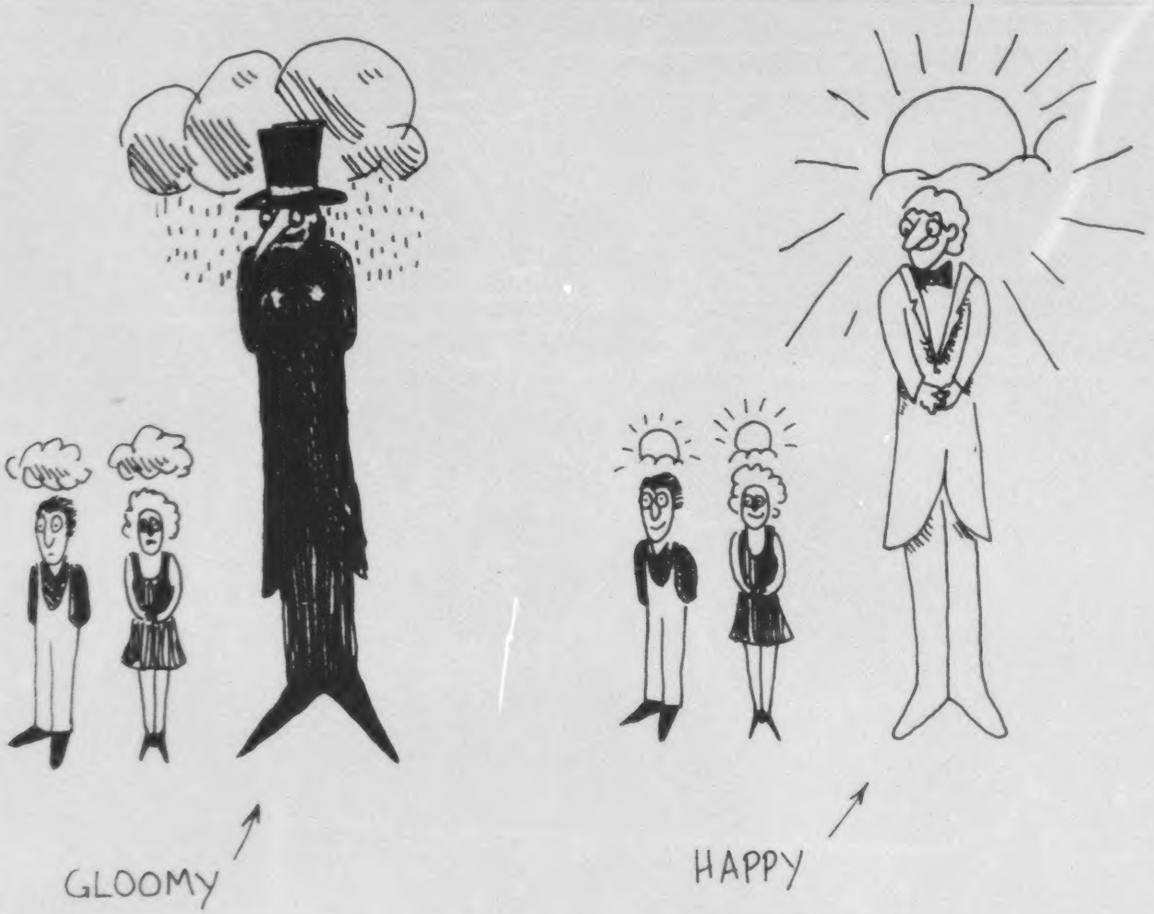

LADDER OF SUCCESS

Transparency (2) 92T2

HOW MUCH CAN I EARN AFTER THIS TRAINING ?



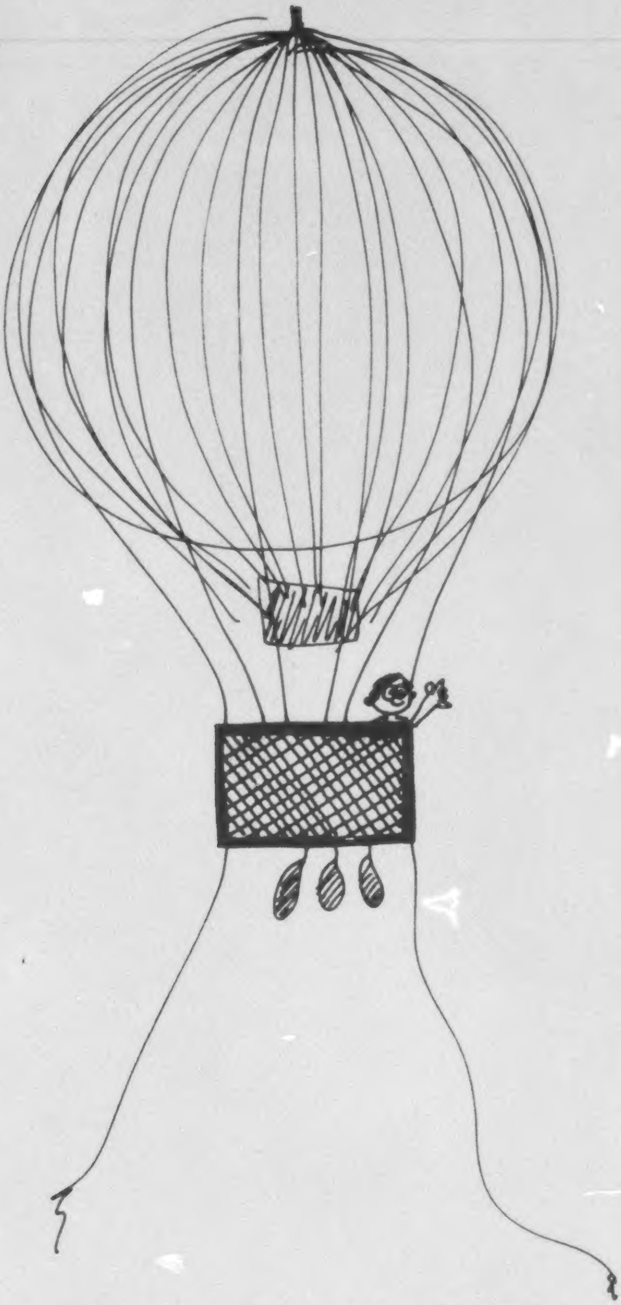
WHAT IS THE ATMOSPHERE IN YOUR EDUCATIONAL ENVIRONMENT?


GLOOMY
HAPPY

Transparency (2) 92T4

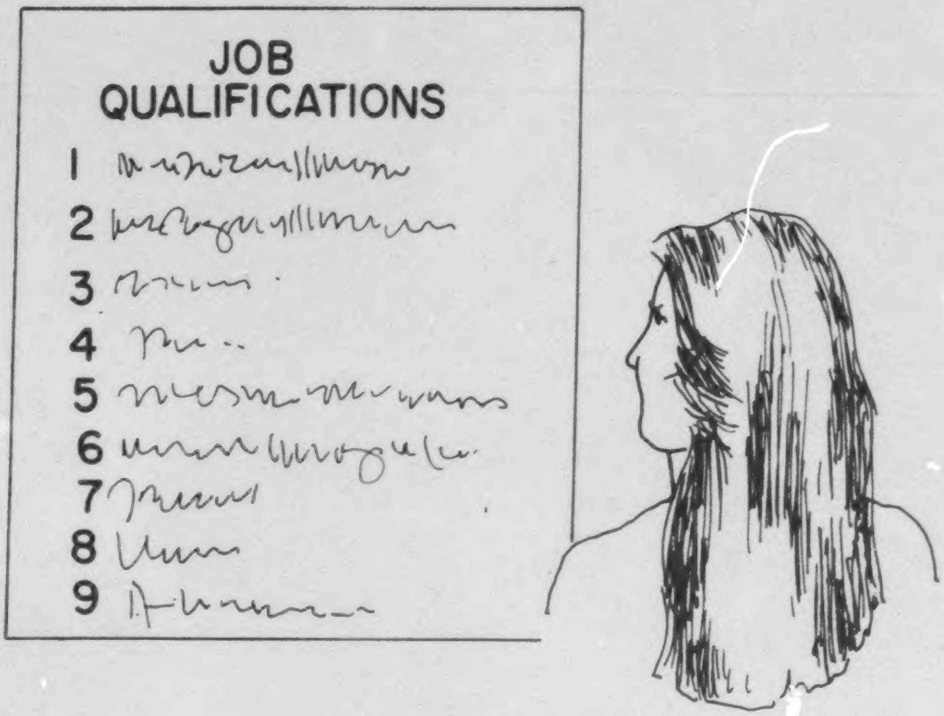
389

CAN YOU GO UP



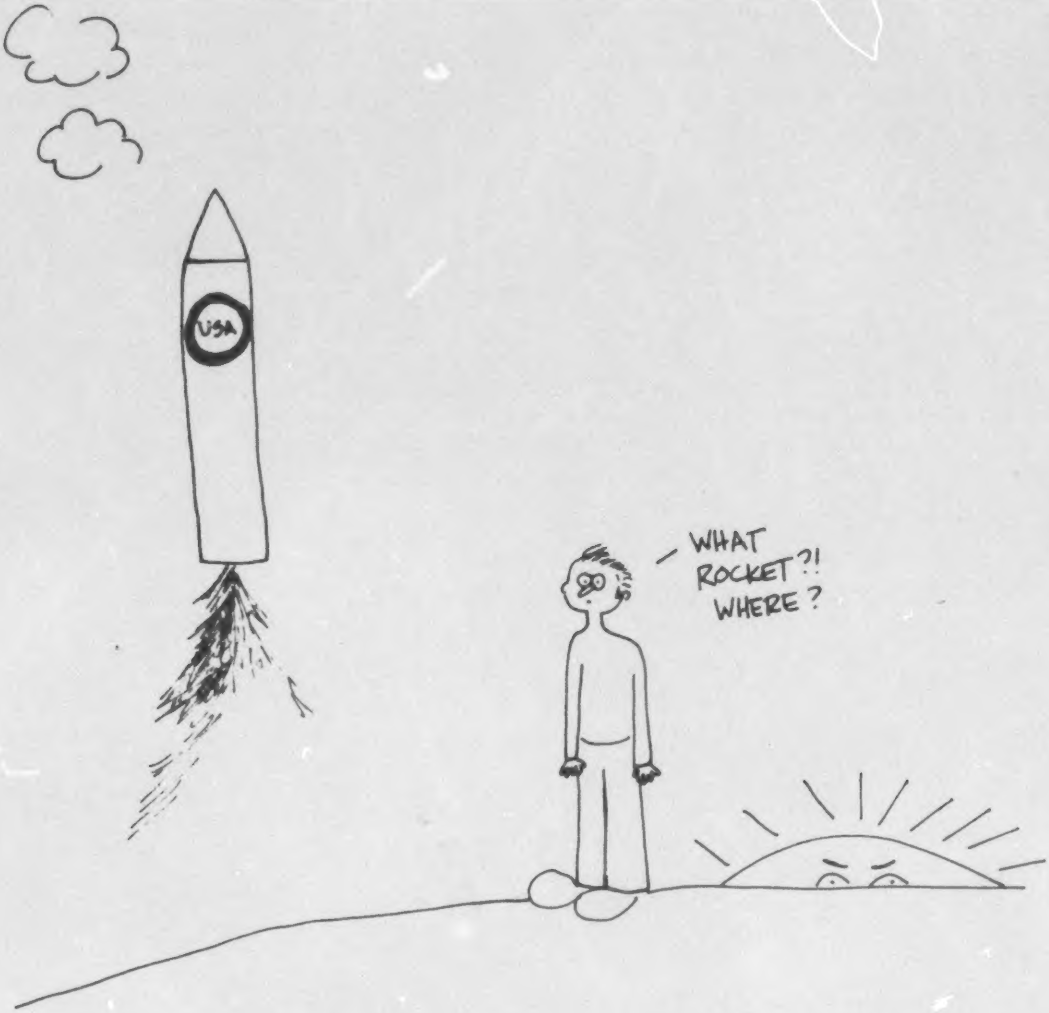
AFTER THIS EDUCATION OR TRAINING ?

Transparency (2) 92T5


JOB QUALIFICATIONS
1
2
3
4
5
6
7
8
9

DO I HAVE THE BASIC TRAINING REQUIRED?

Transparency (2) 92T6


USA
WHAT ROCKET?! WHERE?

WHAT IS THE FUTURE OUTLOOK FOR EMPLOYMENT IN THIS OCCUPATION ?

Transparency (2) 92T7

FACTORS IN SELECTING POST HIGH SCHOOL EDUCATION AND TRAINING

You, and you alone, must choose your vocational future. Adults can suggest, but the choice must be yours. Not every adult is qualified to give assistance in vocational planning. If you feel you are in need of individual assistance, see your school guidance counselor or a trained, impartial vocational counselor.

A career should be planned on the basis of occupational information, not on the basis of the glamour of the occupation. There are a number of good sources for such information which you can utilize. Keep in mind that one can be successful in more than one occupation.

Many factors are involved in meeting the requirements of any given occupation. An audit of one's intellectual, physical, psychological, social, emotional, education, and financial resources are a necessary initial step in career planning.

If the career you choose requires college or technical training, it is wise to maintain good study habits and good attitudes toward work. When you apply for a job, all of you is being evaluated, not just your grades in school.

Selecting an occupation is not like selecting an item of clothing. Our jobs are something we wear for practically all of our lives. We do not discard them with a change in fashion, nor do we discard them because they have grown too small for us. Wise selection, based on careful and patient investigation, will help to insure job satisfaction and future happiness.

1. WHAT ARE MY INTERESTS AND ABILITIES?

2. WHAT DOES THE OCCUPATION REQUIRE FOR SUCCESS?

3. WHAT OPPORTUNITIES ARE THERE IN THE FIELD?

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 9
Lesson 2

BOOKS

Kimbrell, Grady and Ben Vineyard, Succeeding in the World of Work. McKnight and McKnight Publishing Co., Bloomington, Illinois 21701, 1974.

Pielle, Hal, Personality and Success. Small Business Research Series No. 4, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1965, Price 35¢.

BOOKLETS

Handbook For Young Workers, Bulletin 271, U.S. Department of Labor, Bureau of Labor Standards, for sale, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1965, Price 20¢.

FILMS

Is a Career as a Technician For You? 15 minutes, color, state, 1971.

Is a Career in The Health Services For You? 14 minutes, color, state, 1972.

ICT - 2

UNIT 10

Value Clarification

Lesson 1. Factors Influencing Values

Lesson 2. Values and Job Success

INSTRUCTOR'S LESSON PLAN
GENERAL RELATED INFORMATION

Unit 10
Lesson 1

SUBJECT: Factors Influencing Values

OBJECTIVE: The student will be able to define values and discuss factors influencing values.

TEACHING AIDES: Overhead projector

MATERIALS: Transparencies (2) 101T1-4, Handouts (2) 101H1-3

REFERENCES: Kimbrell, Grady and Vineyard, Ben S. Succeeding In The World of Work. McKnight & McKnight Publishing Co., Bloomington, Ill., 1974.
Simon, Sidney B., Howe, Liland W., and Kirschenbaum, Howard. Values Clarification, Hart Publishing Company, Inc., New York New York 1972

1. PREPARATION (of the learner)

A. Pretest: Refer to Handout (2) 101H1
B. Give handouts (2) 101H2-3 and discuss

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Values	A. Students will look up and write several dictionary definitions. Discuss how students interpret these definitions. 1. Value importance: give examples of personal values. Present transparency (2)101T1. List responses on board. 2. Values of peers and others: present (2)101T2, discuss peer pressure and its psychological effects on people. 3. Values under pressure: discuss stress situations where values may change, i.e. war, natural disaster, when you are being robbed, etc. Present (2)101T3

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Factors influencing values	B. Discuss acquiring values in our society 1. Parents: Ask and discuss the question, "Are parential values old fashioned?" 2. Friends: Discuss peer pressure. Mention that adults have similar pressure also. 3. Schools and training: Discuss educational and occupational values. 4. Society and culture: Discuss briefly churches, democracy, customs, and laws as they affect values. 5. Work: Discuss work as it relates to values. Present (2) 101T4.

3. APPLICATION

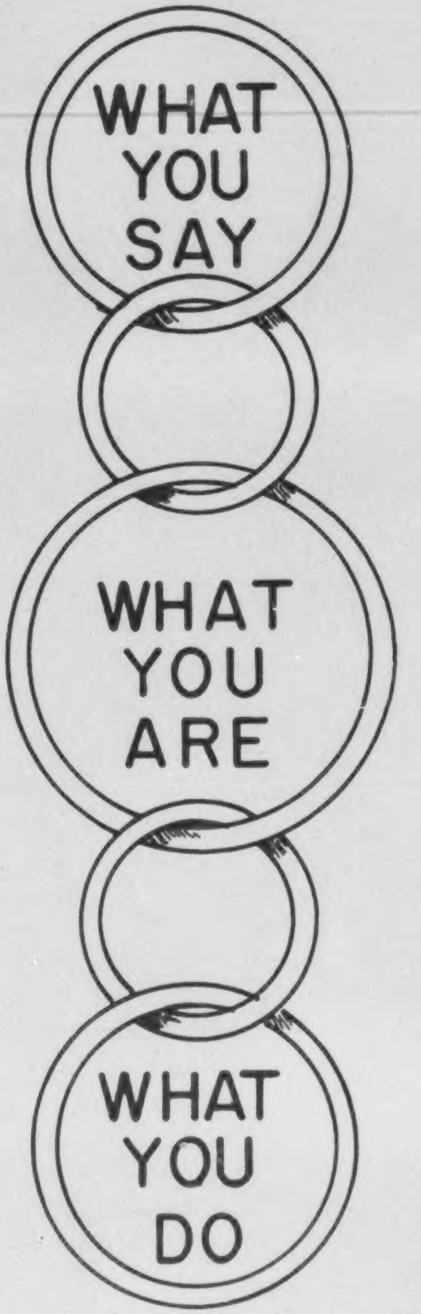
Have students write and act out a short skit pertinent to values as studied in this unit.

4. TEST

Have students define values and discuss five factors influencing values.

NEXT LESSON: Values and Job Success

VALUES AFFECT

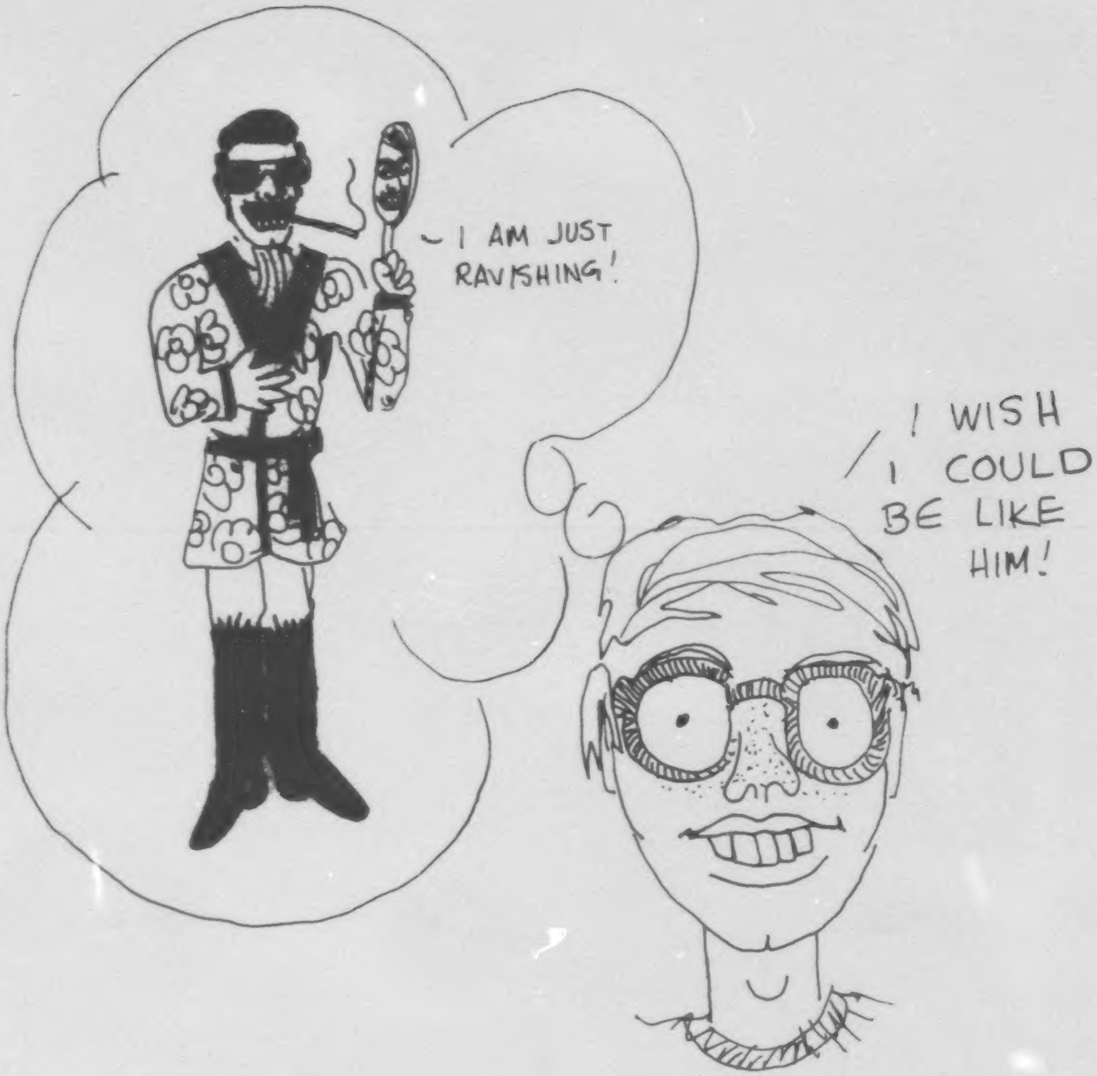


WHAT YOU SAY

WHAT YOU ARE

WHAT YOU DO

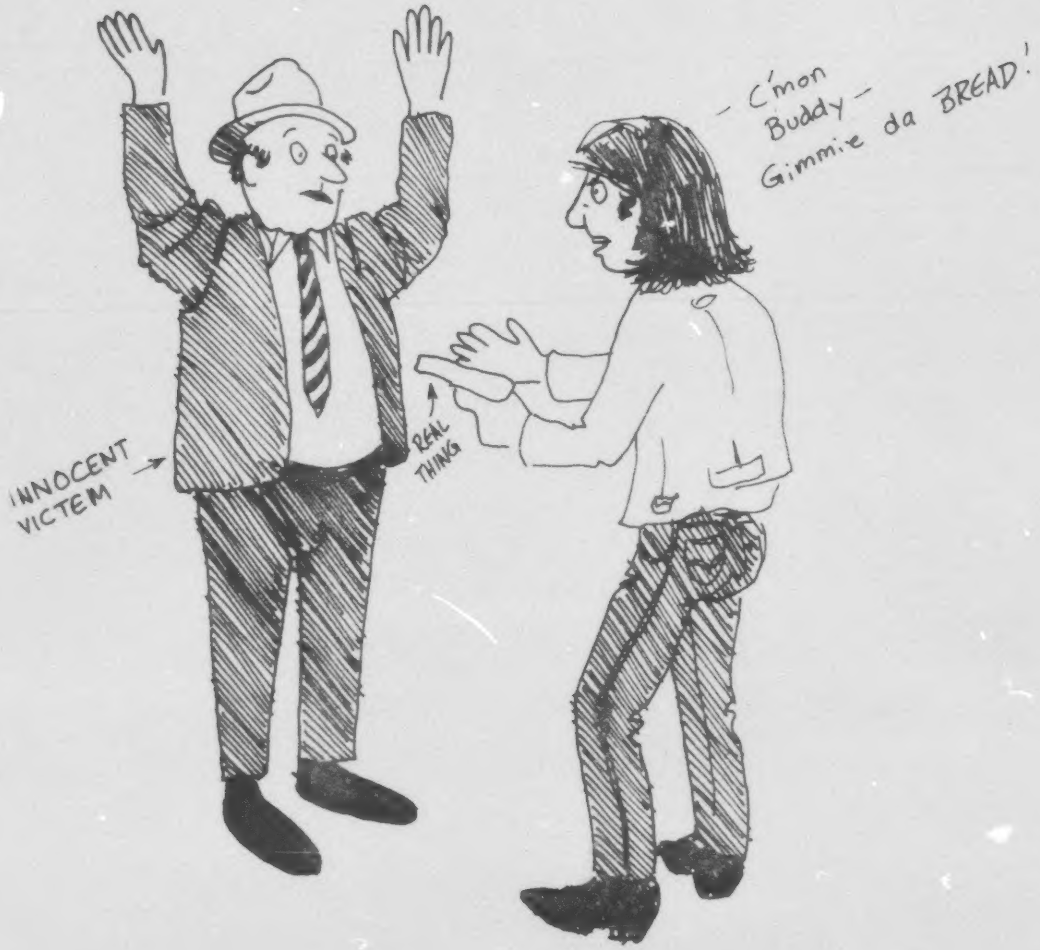
Transparency (2) 101T1


I AM JUST RAVISHING!
I WISH I COULD BE LIKE HIM!

SUCCESS AS A VALUE

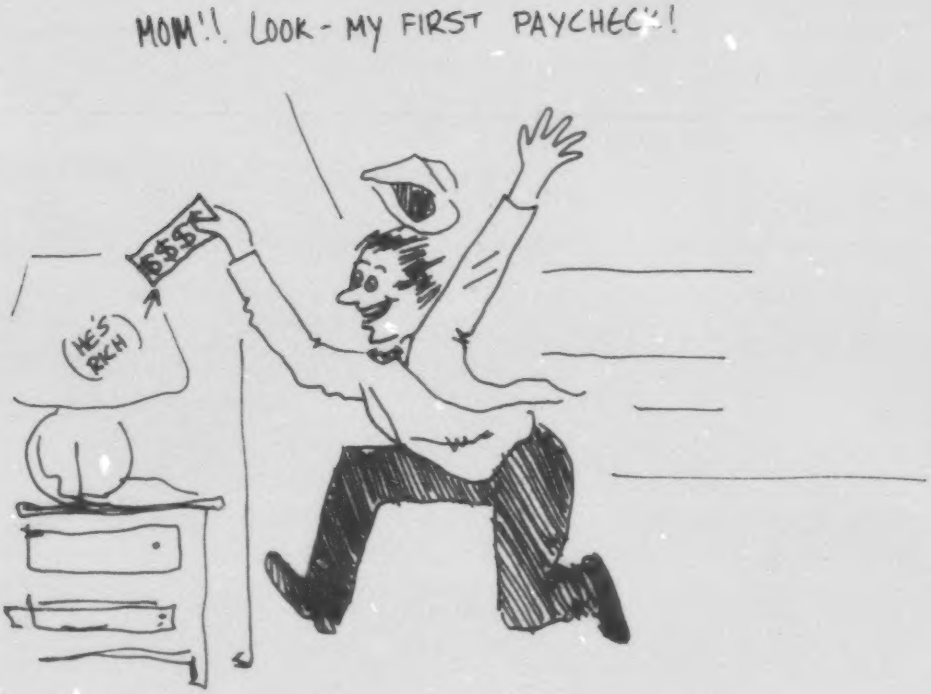
Transparency (2) 101T2

——VALUES OR VALUABLES?


- C'mon Buddy - Gimmie da BREAD!
INNOCENT VICTEM
REAL THING

Transparency (2) 101T3

WORK VALUE


MOM!! LOOK - MY FIRST PAYCHECK!
$$$
(HE'S RICH)

Pre-Test
Value Clarification

WHAT DO YOU VALUE? Twenty Things I like to Do

Values are the basis upon which people decide what they are for and against or where they are going and why. In other words they give direction to life. The following exercise can be used to help you determine what is important to you. What do you value?

As quickly as you can list 20 things in life which you really like to do. There are no right or wrong answers about what you should like.

Using the suggested code given, the next step is to code the 20 items above.

1. Place the $ sign by any item which costs more than $5 each time you do it.
2. But an R by any item which involves some risk. The risk might be physical, intellectual, or emotional. (Which things in your own life that you love to do require risk?)
3. Using the code letters F and M, record which of the items on your list you think your father and mother might have had on their lists if they had been asked to make them at your age.
4. Place either the letter P or the letter A next to each item. The P is to be used for items which you prefer doing with people; the A for items which you prefer doing alone.
5. Place a number -5 by any item which would not have been on your list five years ago.
6. Place a number +5 by any item which you think will not be on your list five years from now.
7. Finally go down through your list and indicate the date when you did it last.

Now look back over your list and the codings.

1. What does your list look like?
2. Can you identify any patterns in the things you like to do?
3. Did you learn something new about yourself?
4. Are there some things you are pleased with?
5. Is there anything that you would like to change?
6. Are there some things you like to do that you have not done lately? Why? What could you do about this?

VALUE CLARIFICATION

UNFINISHED SENTENCES

Purpose: This strategy helps the individual reveal and explore some of his attitudes, beliefs, actions, convictions, interests, aspirations, likes, dislikes, goals and purposes; in other words, his value indicators. What often emerges from the completed sentences is a growing awareness of developing values.

ROLE OF THE TEACHER

The teacher provides the students with a list of unfinished sentences.

After the sentences are given, the leader goes around the room giving each person a chance to complete aloud, any one of the sentences with whatever words come to mind. There can be a second or third time around if there is time and the group seems interested. Of course, students may pass. A discussion can follow with participants elaborating on their answers, or questioning others about their answers.

Variation - After completing the sentences, the students can code these sentences in one or more of the following ways:

1. Place a P in front of those sentences of which you are proud and which you are willing to publicly affirm.
2. Place a C in front of those sentences for which you considered alternatives.
3. Place a CF in front of those sentences which you have chosen freely.
4. Place an A in front of those sentences which you have or are willing to act upon.

The sentences:

1. On Saturdays, I like to...
2. If I had 24 hours to live...
3. If I had my own car...
4. I feel best when people...
5. If I had a million dollars I would...
6. Secretly I wish...
7. My children won't have to...
8. I______________________people who...

9. If I were principal of my school...

10. The hardest thing for me to do is...

Handout (2) 101H2
(Continued)

VALUE CLARIFICATION

Baker's Dozen

List thirteen (baker's dozen) much needed items in your home which require electricity to operate.

1. If there were a decree which said you had to use less electricity, draw a line through the three items which you could really do without.
2. Circle the three which really mean the most to you and which you would hold onto until the very end.
3. Look back over your list and your decisions. Now consider:
    a. Why did you decide to do without the three items? Why did you want to keep the other three?
    b. What kind of things which you own are nice but not necessary? Are they important?
    c. What other possessions do you enjoy? Which ones could you give up if you had to?

VALUE CLARIFICATION

Personal Coat of Arms

A coat of arms is a symbol of who you are. In medieval times this insignia was embroidered on the light garment worn over armor and usually symbolized the status of the individual in terms of his past achievements. Using this coat of arms or drawing your own, place the following in the appropriate section.

1. Draw two pictures. One to represent something you are very good at and one to show something at which you want to become better.
2. Make a picture to show one of your values about which you would never budge. This is one about which you feel extremely strong and which you might never give up.
3. Draw a picture to show a value by which your family lives. Choose one that every one in your family would probably agree is most important.
4. In this block, imagine that you could achieve anything you wanted to and that whatever you tried to do would be a success. What would you strive to do?

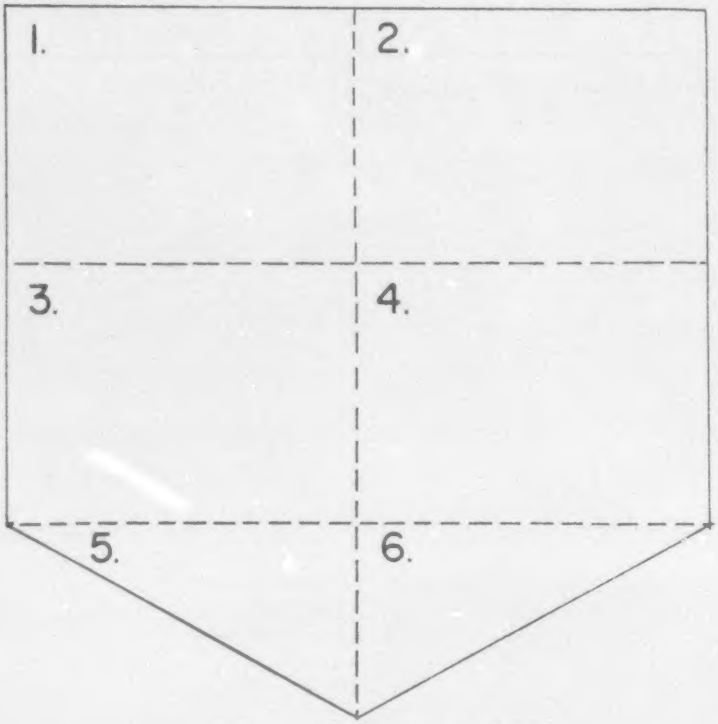
5. Use this block to show one of the values you wished all men would believe in and certainly one in which you believe in very deeply.

6. In this last block write four words which you hope people would say about you.

What does your coat of arms tell you about yourself? About your family?

This exercise is designed to help you learn more about some of your most strongly held values and to learn the importance of publicly affirming what you believe in. You are literally wearing your values out front on your shield.

PERSONAL COAT OF ARMS



SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 10
Lesson 1

BOOKS

Kimbrell, Grady, and Vineyard, Ben S., Succeeding In The World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1974 1701

Simon, Sidney B., Howe, Leland W. and Kerschevbaum, Howard, Value Clarification, Hart Publishing Inc., New York, New York, 1972, 10001.

FILMS

Values - Being Friends, 8 minutes, color, state, 1969.

Values - The Right Thing To Do, 8 minutes, color, state, 1971

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Unit 10
Lesson 2

SUBJECT: Values and Job Success

OBJECTIVES: Students will be able to define the value of honesty, courtesy dependability, foresight, neatness and self control as related to a job situation.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies (2) 102T1-3, Handouts (2) 102H1-7

REFERENCES: Kimbrell, Grady, and Vineyard, Ben S., Succeeding in the World of Work, McKnight and McKnight Publishing Co., Bloomington, Illinois, 1974, 61701.

Simon, Sidney B., Howe, Leland W., and Kerschembaum, Howard. Value Clarification, Hart Publishing Inc., New York, New York, 1972.

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1. PREPARATION (of the learner)

A. Pretest Refer to (2) 102H1
B. Give humorous handout and discuss work value. Refer to (2) 102H2
C. Give VICA questionnaire and discuss values. Refer to (2) 102H3

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Values and Job Success	A. Discuss students' ideas of job success. 1. Discuss personality. Present (2) 102T1. Discuss personality and its psychological implication to the total self. Refer to (2) 102H4. 2. Discuss careers, hobbies, clubs and civic organizations. Do they affect values? Refer to (2) 102H5 3. Discuss courtesy; ask question. "Is tolerance of others and respect for their rights a usable definition for courtesy?" 4. Discuss dependability. Present (2) 102T2. Refer to (2) 102H6 and discuss.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS — KEY POINTS (things to remember to do or say)

5. Discuss honesty as it relates to human values. Ask questions about job; punctuality, coffee and lunch breaks, theft, etc. What implication does honesty have in the world of work. Refer to (2) 102H7.
6. Discuss foresight and work value. Discuss the statement "Plan your work the work your plan".
7. Discuss initiative. Ask question: "Does initiative always get you on advancement?"
8. Discuss neatness. Ask question: "How do good organizational work habits affect your work?"
9. Discuss self control. Present (2) 102T3. Discuss personal temper,its good and bad points.

3. APPLICATION

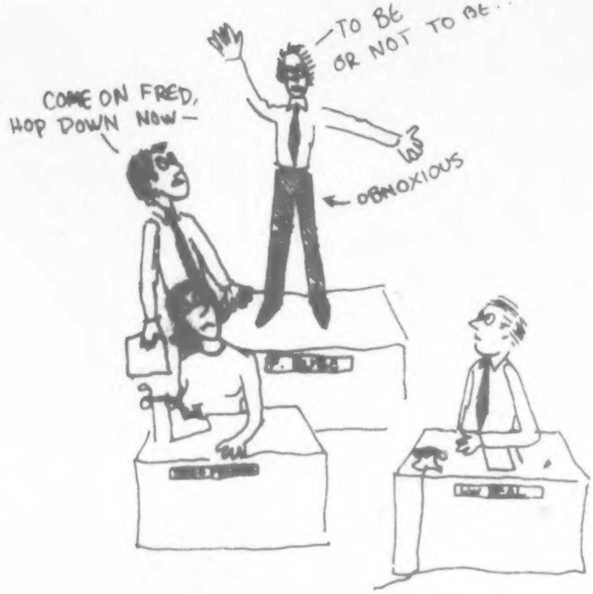
Form student groups and let each group prepare and act out a short job situation that relates to each value discussed in this lesson. Example: Employer sees a student going out of back door of the shop at quitting time with a set of shock absorbers.

4. TEST

Have students define and discuss three values which they feel are the most important for job success.

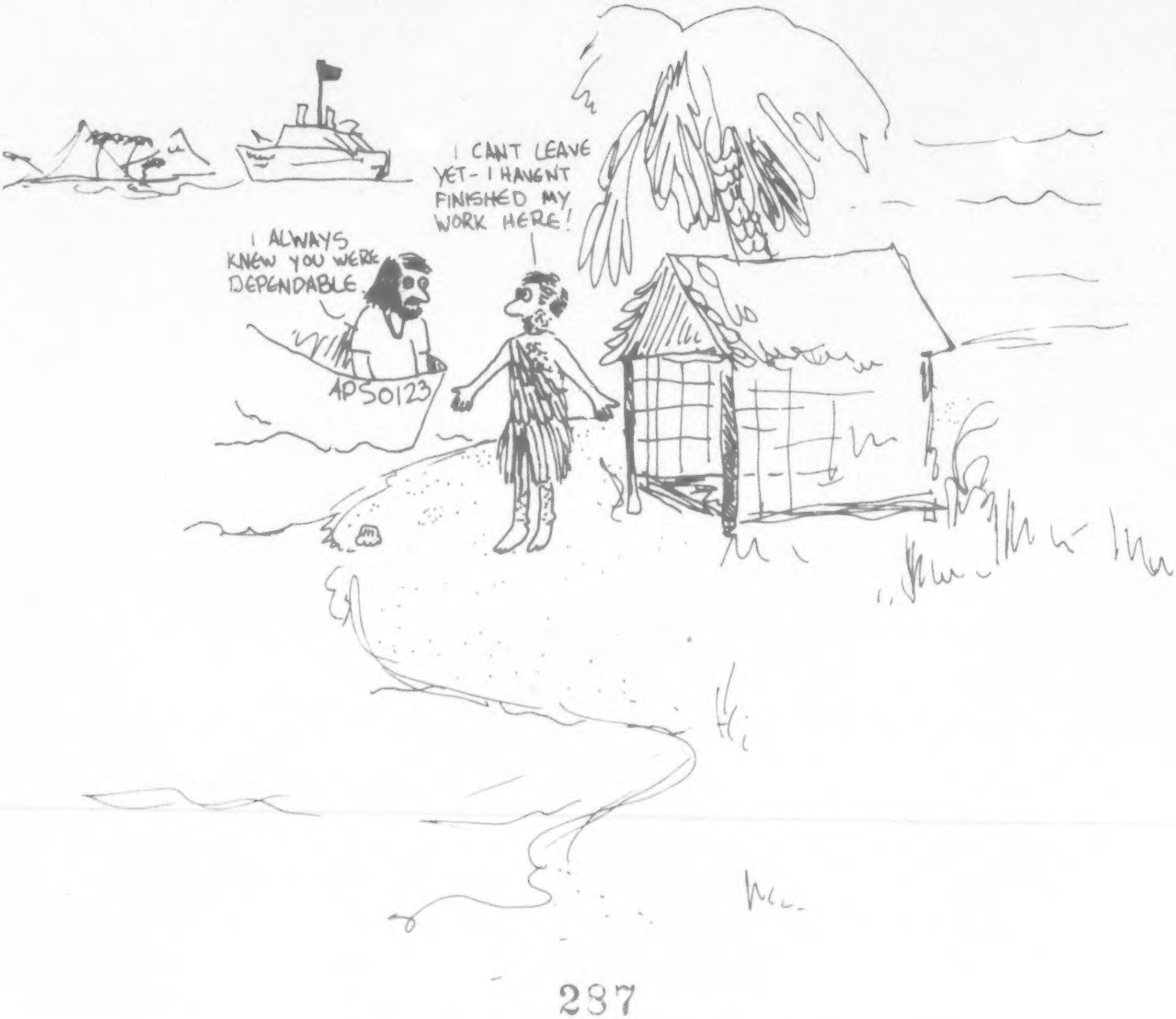
NEXT LESSON: Social Awareness

CHECK YOUR PERSONALITY


TO BE OR NOT TO BE...
COME ON FRED, HOP DOWN NOW—
OBNOXIOUS

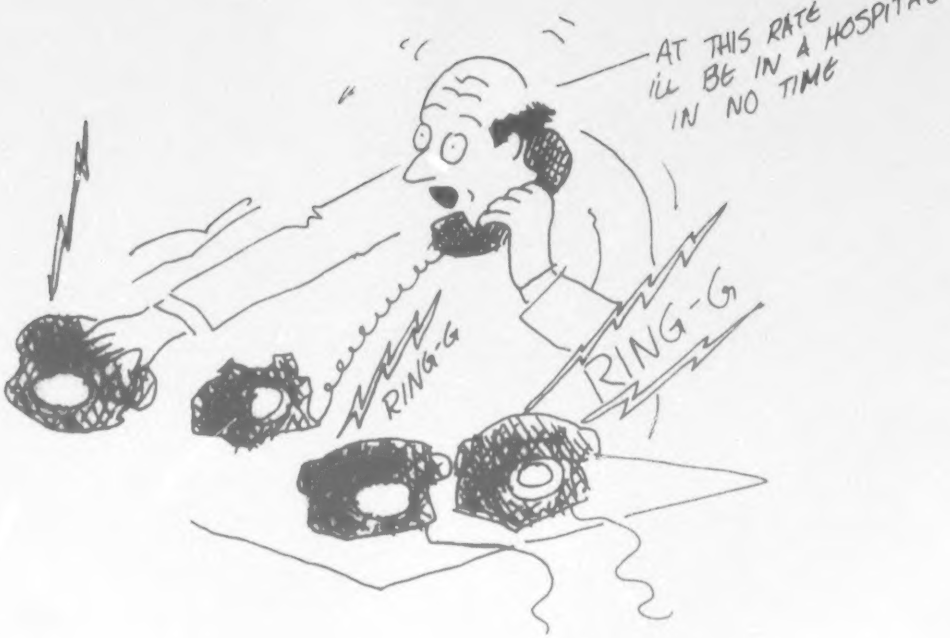
PEOPLE OFTEN FAIL ON THEIR JOBS BECAUSE OF UNDESIRABLE HABITS.

ARE YOU DEPENDABLE?


I ALWAYS KNEW YOU WERE DEPENDABLE.
I CANT LEAVE YET- I HAVENT FINISHED MY WORK HERE!
APS0123

Transparency (2) 102T2

SELF CONTROL


AT THIS RATE I'LL BE IN A HOSPITAL IN NO TIME
RING-G
RING-G

CAN YOU KEEP YOUR COOL?

Transparency (2) 102T3

Values and Job Success
Pretest
ICT

Explain how values below might effect a persons attitude towards his or her work? Give examples where possible.

1. A need for money

2. A large family

3. A religion

4. The sex of a person

5. Age (young, middle, old)

6. College education

7. Being married

8. Race

9. Drugs

10. Willing to take a risk

Values

You and Me

ARE YOU TIRED? RUN DOWN? FEELING AWFUL? OVERWORKED? Perhaps there is a reason why.

We have come across some absolutely irrefutable statistics which show exactly why you are tired. And, brother, it's no wonder you're tired. There aren't as many people actually working as you may have thought, or at least according to this recently completed survey.

The population of this country is 200 million, but there are 72 million over 65 years of age, which leaves 128 million to do the work. People under the age 21 total 75 million, which leaves 53 million to do the work.

Then there are 24 million who are employed by the Federal Government, and that leaves 29 million to do the work. 13 million are in the Armed Forces which leaves 16 million to do the work. Deduct 14,765,000, the number in the city and state offices, and the 520,000 in hospitals, which leaves 715,000 to do the work.

But 462,000 of these are bums or vagrants who refuse to work, so that leaves 253,000 to do the work.

Now it may interest you to know that there are 252,998 people in jail so that leaves just two people to carry the load. That's just you and me.

AND BROTHER, I'M TIRED OF DOING EVERYTHING MYSELF.

Handout (2) 102H2

VICA

Questionnaire

I like (or do not like) this group because...

This group could function more effectively if...

Which group member can most easily influence you to change your opinion?

Which group member can least easily influence you to change your opinion?

Which group member do you have the most difficulty influencing to change his opinion?

Which group member would you like to know better?

Which group member is most important to the success of the entire group?

Which group member do you feel is the best liked by the entire group?

For me to be happier in this group, the other members should...

Who in the group listens to you? Who does not?

LEARNING TO LIKE YOURSELF

Everything you do, everyone you meet, is affected by your self image, so it's well worth improving.

IT'S ALL IN HOW YOU SEE YOURSELF

An individual's self-concept is the core of his personality. It affects every aspect of human behavior: the ability to learn, the capacity to grow and change, the choice of friends, mates and careers. It's no exaggeration to say that a strong positive self image is the best possible preparation for success in life.

In the first place, self-esteem determines one's expectations,--and so, often, one's actual performance. The person who expects to succeed will very likely succeed; the person who expects to fail will almost certainly fail, so a self-perpetuating pattern develops. Someone with low self-esteem does poorly-and his poor performance further lowers his self-esteem. It's hard to break out of this trap (common among underachieving students).

Another effect of low self-esteem is that it inhibits a person from expressing himself freely, entering new situations, taking risks. A man who feels himself inferior keeps his career sights low--and, indeed, if offered a promotion, may find reasons to refuse it. He's afraid to risk failure. A woman reacts the same way. When it comes to dating and mating, too, she takes no chances. Just as water seeks its own level, she confines friendly overtures to those she feels are no better off than she is. It's not just coincidence that the wallflower and the blind-dater so often end up together (and the handsomest man with the prettiest girl).

THE INTEREST VALUE

Tom Smith works in a garage where he assists one of the mechanics. One of his duties is to put the tools away at the end of the day. The garage closes at 5:30 p.m., and by 5:00 p.m., Tom has started to put things away so that he can be out of the building the minute that 5:30 arrives -- or earlier by a minute or two, if possible. The mechanic who is trying to finish a repair job for a good customer finds it distracting and hindering when he must hunt for the tools when Tom should be right there handing them to him. Tom is a clock watcher and is lazy. Do you think he will ever be promoted--or even retained,--on his present job? His employer has every right to think he is not interested in his work; that he is lazy and careless.

Give your reactions and remarks about Tom.

THE DEPENDABILITY VALUE

Promptness in Reporting for Work. Jean Scholtz was an above average worker in a public office and liked her job. She arrived on the job every day promptly at 1:05 p.m. (She was supposed to be there at 1:00 p.m.). Jean's supervisor could not go to lunch until Jean arrived, so having to wait an extra five minutes each day began to irritate her. Yet the supervisor hesitated about bringing up the matter because it seemed trivial and Jean was a competent worker.

Because she was irritated at the tardiness, the supervisor unconsciously began to check Jean's work more closely than before, and criticized small mistakes severely. Soon Jean felt she was being picked on and a personality clash developed between the two.

When the clash finally aired with help of the coordinator, the real source of friction, Jean's constant tardiness, was discovered.

Behind the whole problem was the fact that Jean had incorrectly reasoned to herself that five minutes would not make much difference, so she regularly took the bus that got her to work at 1:05 instead of the one which would have gotten her there a few minutes early. What she failed to take into consideration was the principle involved. She was hired and paid to be at work at 1:00 p.m. Any deviation from this time was a violation of her part of the contract. Also, it was causing unfair inconvience to others. After Jean was able to understand this responsibility, her relationship with the supervisor was excellent.

Give your reaction:

THE HONESTY VALUE

John Kirby, ICT student at Podunk High School, is employed as a stock clerk with Foodway, a grocery chain. He has on various occasions witnessed other employees break open cookie cartons and eat them while they stocked the cookie aisle. When John questioned a fellow employee about whether it was permissable to eat the cookies, he was told, "Why not?, everyone does it."

Your reaction.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 10
Lesson 2

BOOKS

Kimbrell, Grady and Vineyard, Ben S., Succeeding In The World of Work, McKnight and McKnight Publishing Co., Bloomington, Ill., 1974, 61701

Simon, Sidney B., Howe, Leland W. and Kerschembaum, Howard, Value Clarification, Hart Publishing Inc., New York, New York 1972, 10001.

FILMS

Values - Understanding Others, 11 minutes, color, state, 1969.

Values, Understanding Ourselves, 8 minutes, color, state, 1969.

ICT - 2

UNIT 11

SOCIAL AWARENESS

Lesson 1: Importance of Social Awareness and Handling Introductions

Lesson 2: Special Situations Involving Social Awareness

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 11
Lesson 1

SUBJECT: Importance of Social Awareness and Handling Introductions

OBJECTIVES: Students will be able to discuss the important social procedures in everyday living and how to handle introductions.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies (2) 11,1T1-4
Handouts (2) 11,1H1

REFERENCES: Kay Corinth and Mary Sargent, Male Manners: The Young Man's Guide. David McKay Co., Inc., New York, New York, 1969.

Post, Elizabeth, The Emily Post Book of Etiquette for Young People. Mick and Wagnalls, New York, New York, 1967.

1. PREPARATION (of the learner)

A. Have students take pre-test on social awareness (2) 11,1H1
B. Discuss with students points brought out on this test.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Social Awareness	A. Discuss good social habits. 1. Stress the importance of being competent in social situations. 2. Have students define social awareness. 3. Certain social situation demand right dress. Show (2) 11,1T1 4. Temper never helps you in social situations. Show (2) 11,1T2 5. Reasons for bad social habits Show (2) 11,1T3 6. Good manners are simply making people feel comfortable. Show (2) 11,1T4

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Introductions	B. Introduction should be made whenever you talk with someone who does not know the others with you.
1. Wording the introduction	1. The basic rule to remember is that the person you mention first is the one you are honoring
2. Introduction of different sexes	2. A man is presented to a woman. (Mrs. Jones, this is Mr. Smith)
3. Introductions of rank or degree of distinction.	3. When introducing the same sex, the guiding factors are age, rank, or degree of distinction. (Honored person first)
4. Introductions of people of different ages.	4. Present the younger to the older.
5. Casual introductions	5. If you are unsure as to whether people have met before, you can forestall embarassment by saying: "Sally, I believe you may have met Mr. Adams..."
6. Acknowledging an Introduction	6. Role play a typical situation a. The best acknowledgment to an introduction is "How do you do." b. Mention the persons name in your reply if possible. It helps fix it in your mind.
7. Shaking hands	7. Give situation for hand shaking a. Man always shakes hands when introduced to another man. b. A man should not offer his hand to a woman unless she extends hers first. c. If a woman is wearing gloves, it is not necessary to remove them to shake hands. If possible, it is good to remove the right glove to show sincerity and respect.
8. When do you rise?	8. Talk about standing for introductions.
a. Socially	a. Man should rise when introduced to an individual. Woman is not expected to rise unless introduced to an elderly woman or man, or someone she wishes to honor.
b. Business	b. Greeting of business visitors Rise for important executives.

3. APPLICATION

Role Play: Introductions, shaking hands, etc.

4. TEST

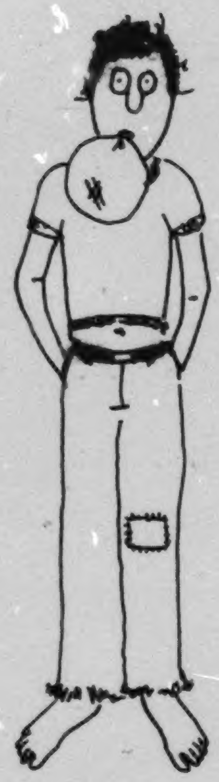
List and describe procedures used in various introductions

SUGGESTED ACTIVITIES:

Practice social introduction at home and in school.

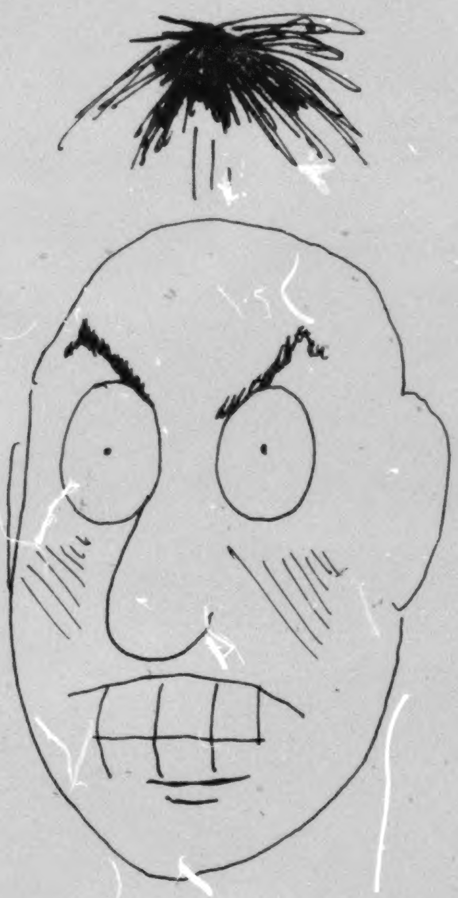
NEXT LESSON: Special Situations Involving Social Awareness

WOULD YOU GO TO A WEDDING—

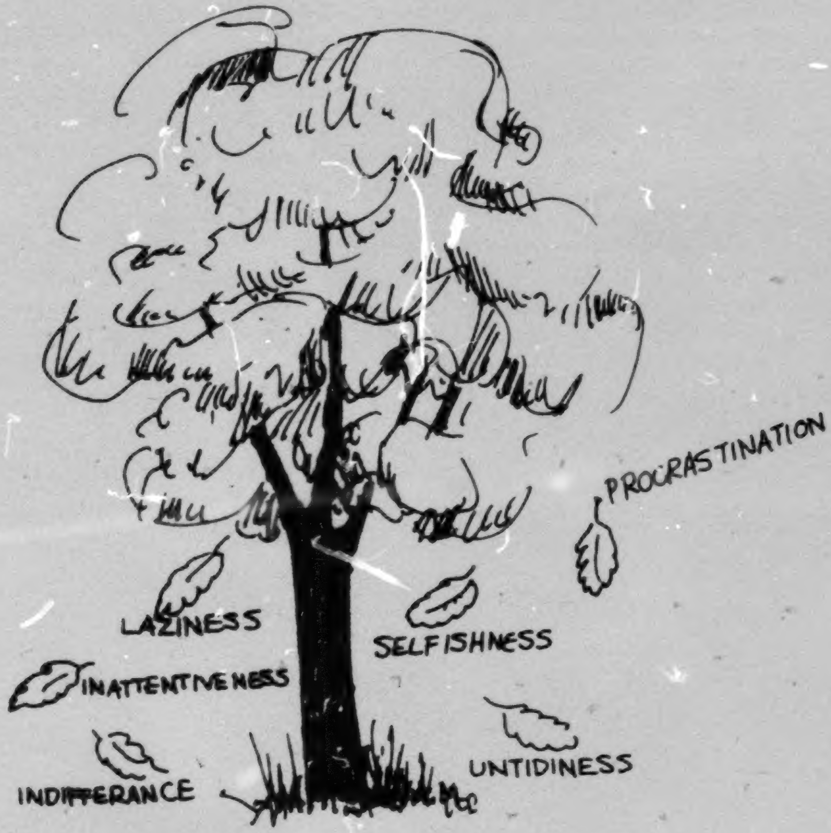


DRESSED THIS WAY?

DON'T BLOW YOUR TOP

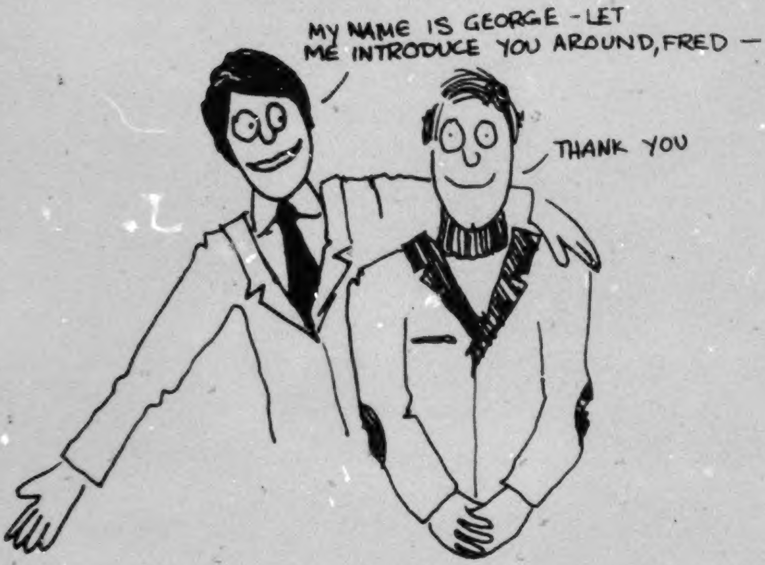


IT'S THE ONLY ONE YOU'VE GOT! — TEMPER NEVER HELPS YOU IN SOCIAL SITUATIONS!


PROCRASTINATION
LAZINESS
SELFISHNESS
INATTENTIVENESS
UNTIDINESS
INDIFFERANCE

REASONS FOR BAD SOCIAL HABITS

Transparency (2) 111T3


MY NAME IS GEORGE - LET
ME INTRODUCE YOU AROUND, FRED -
THANK YOU

GOOD MANNERS ARE SIMPLY MAKING PEOPLE FEEL COMFORTABLE.

Transparency (2). 11.1T4

PRE-TEST ON SOCIAL AWARENESS:

1. Define social awareness and discuss why you think it is important.

2. What is the proper way to go about introducing the following persons to each other? Give the exact words:

   a. A young friend, Jim Nelson, to your father.

   b. Your mother and father, and David Smith, a TV star.

   c. Your friend, Diane, and your Aunt Sally, Mrs. Brown.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 11
Lesson 1

BOOKS

Corinth, Kay and Mary Sargent, Male Manners: The Young Man's Guide. David McKay Co., Inc., New York, New York, 1969.

Post Elizabeth, The Emily Post Book of Etiquette for Young People. Mick and Wagnalls, New York, New York, 1967.

FILMS

Acts of Courtesey, 10 minutes, state, 1955.

Beginning to Date, 12 minutes, state, 1964.

INSTRUCTOR'S LESSON PLAN
Related Technical Information

Unit 11
Lesson 2

SUBJECT: Special Situations Involving Social Awareness

OBJECTIVE: The students will be able to discuss correct social behavior in special situations.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts (2) 11,2H1-4
Transparencies (2) 11,2T1-4

REFERENCES: Corinth, Kay and Mary Sargent, Male Manners: The Young Man's Guide, David McKay Co., Inc., New York, N.Y., 1969.

Post, Elizabeth, The Emily Post Book of Etiquette for Young People, Mick and Wagnalls, New York, N.Y., 1967.

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1. PREPARATION (of the learner)

A. Have students take pre-test on social awareness (2) 11,2H1
B. Discuss with the students, points brought out on this test.

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2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Table Know-how	A. Discuss table know-how using the following questions and discuss answers. 1. How is your china set at a banquet? Show (2) 11,2T1 and discuss. 2. How do you know which piece of silver is used for what part of the meal? Show (2) 11, 2T2-3 a. Silver is placed beside the plate in the order that it is used. If there is any doubt about what to use, take your cue from the hostess. 3. What if I happen to pick up the wrong piece by mistake? Just keep eating nonchalantly. Don't put the silver back on table. 4. What are all the pieces of silver for? Refer to (2) 11,2H2 5. How does one know the best way to eat certain foods? Refer to (2) 11, 2H3 6. What direction do you follow when going through a buffet line Show (2) 11,2T4

2. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Tipping	B. Discuss tipping Refer to (2) 11,2H4
C. Smoking	C. Discuss: Smoking isn't always acceptable.
D. Drinking	D. Discuss: Drinking isn't necessary for social events.
E. Who Goes First?	E. Discuss situations where preference is shown to who goes first.
F. Guest Etiquette	F. Discuss visiting someone else's home, hotel and motels.

3. APPLICATION

Students role play each special situation discussed in lesson.

4. TEST

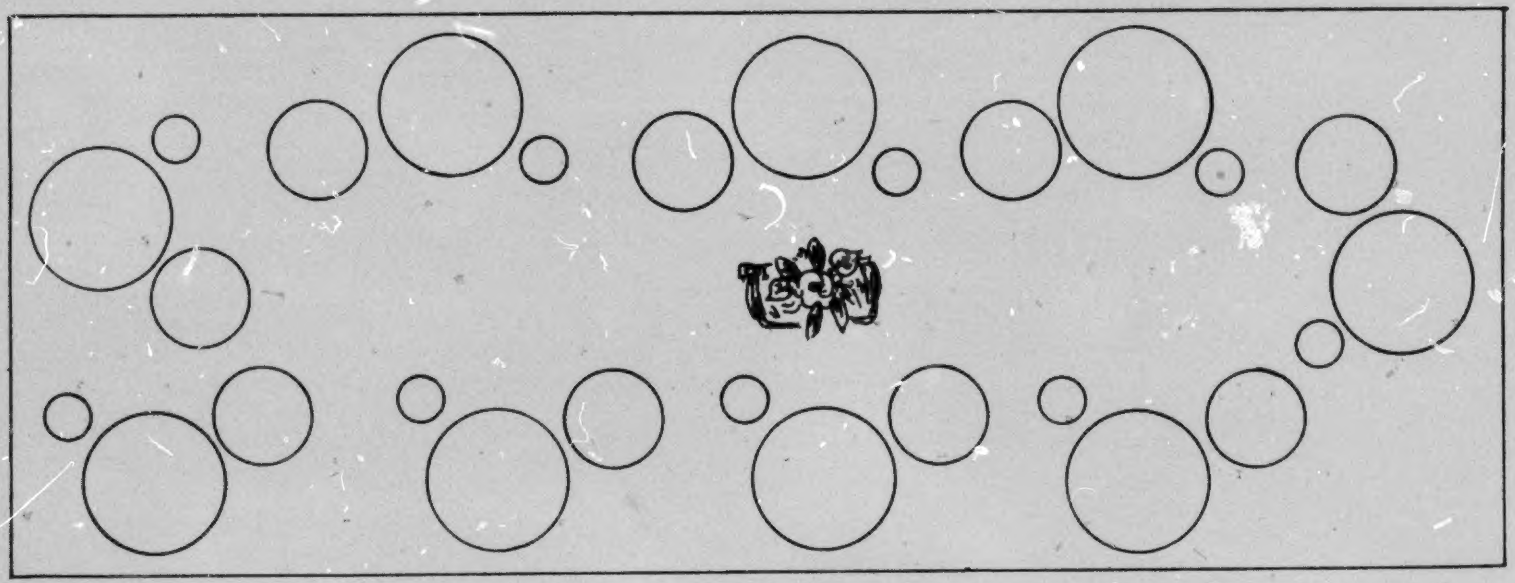
Give the students certain situations related to social awareness and ask them for their reaction in writing.

SUGGESTED ACTIVITIES:

Have local hotel or motel manager speak.
Have airline stewardess or steward speak.

NEXT LESSON: How to Invent

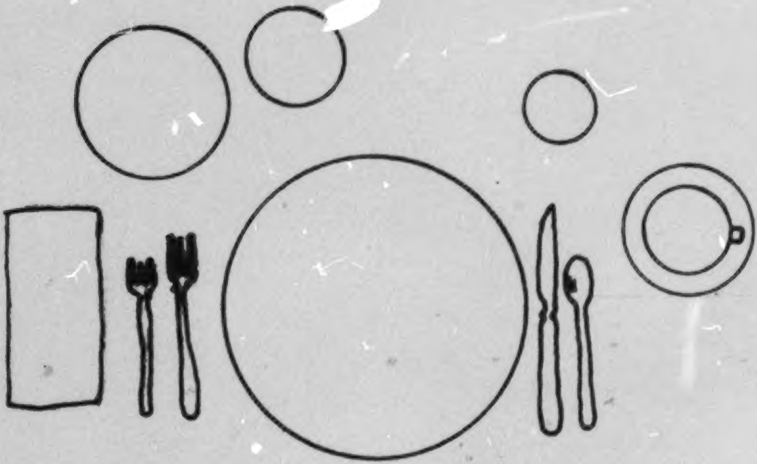
CHINA SETTING AT A BANQUET——



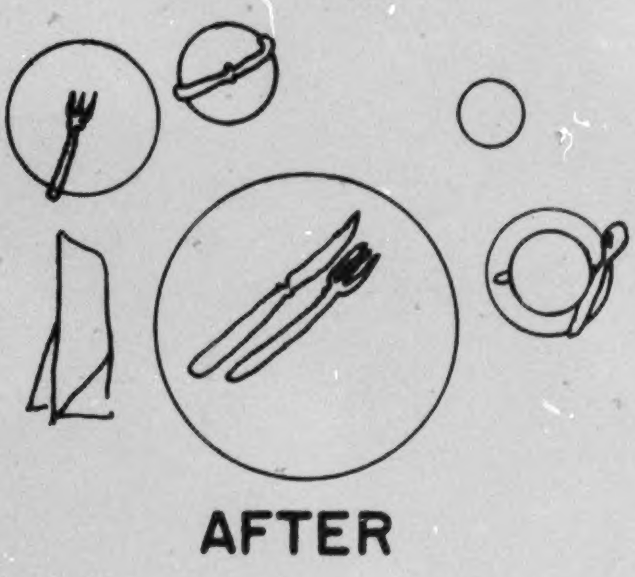
Transparenct (2) 11,2T1

465

310



BEFORE

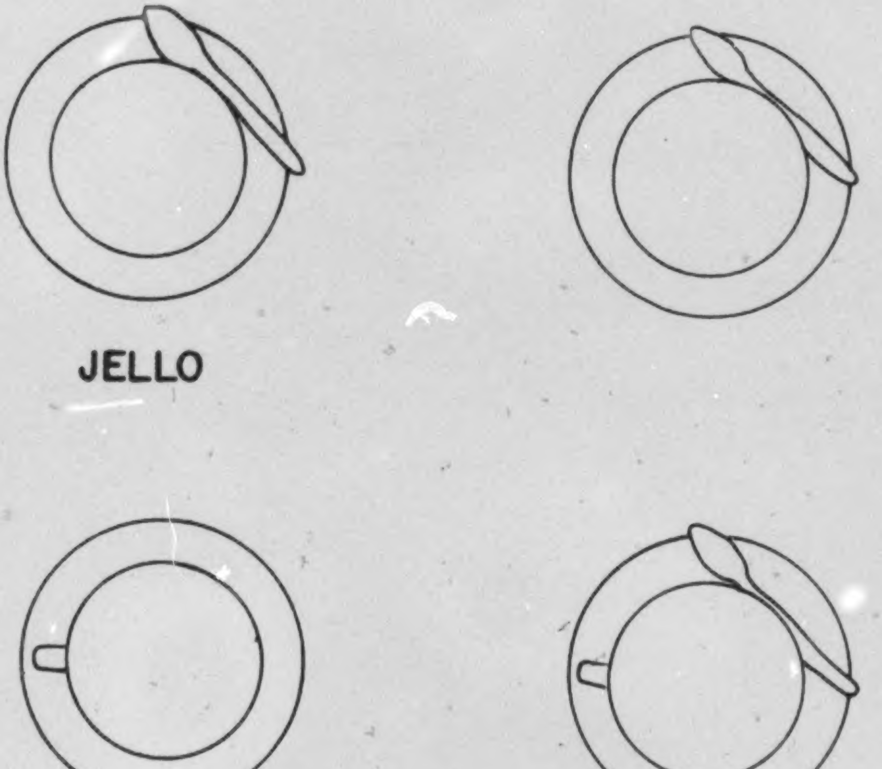


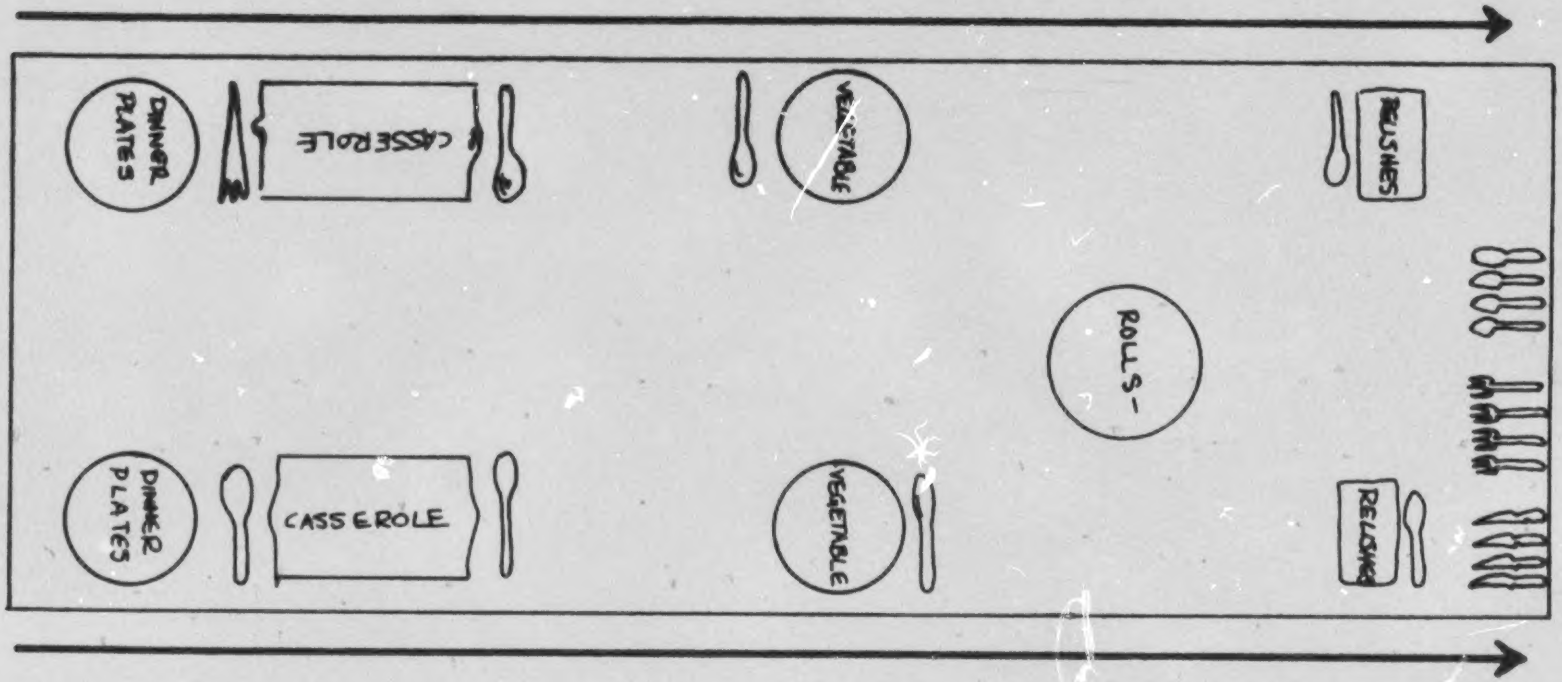
AFTER

PLACING OF SILVER—

Transparency (2) II,2T2

PLACING OF SILVER


JELLO
COFFEE
ICED TEA
BEFORE
AFTER


DINNER PLATES
CASSEROLE
VEGETABLE
RELISHES
ROLLS
DINNER PLATES
CASSEROLE
VEGETABLE
RELISHES

DIRECTIONS FOR A BUFFET LINE

Transparency (2) 11,27a

471

PRE-TEST ICT 2
SOCIAL AWARNESS

1. How close to the edge of the table should silver and china be placed?

2. How are the knife, fork, soup spoon, salad fork placed at each setting?

3. Where does the napkin go?

4. How high should a table centerpiece be?

5. Is the butter spreader part of the setting or does it go on the butter plate?

6. What do you do with silverware after removing food from a serving dish?

7. What do you use to cut lettuce?

8. How do you handle pitted fruits like cooked prunes and peaches?

9. When the plate is passed for a second helping, what is done with the silver?

10. Is the butter knife used for spreading butter or vegetables?

11. Is there a special way to use the spoon when eating soup?

12. How much solid food should be taken on a teaspoon?

13. Should food ever be chewed with the lips open?

14. Is there any excuse for playing with food?

15. What do you do if you swallow something the wrong way and begin to choke or cough violently?

16. Where are knife and fork placed after the meal is finished?

17. Is the napkin folded when the meal is over?

18. Who makes the first move to leave the table?

19. What is the rule for serving food and removing dishes?

20. What is the seating arrangement for the following: host, hostess, lady guest, man guest?

21. You are served pie a la mode. Both a spoon and a fork are beside your plate. Which would you use?

22. A man or lady who is a terrible dancer asks you to dance. What do you say to him?

23. How should you eat the following foods: Chicken?; Crisp bacon?; Olives?; Half an avacado?

24. How much should one tip an airline stewardess after a two hour flight?

25. Is it proper to tip your soup bowl to allow you to finish all your soup?

26. When you buy a cup of coffee at the drugstore, how much tip should you leave?

27. Should a man extend his hand to a woman whom he is meeting for the first time?

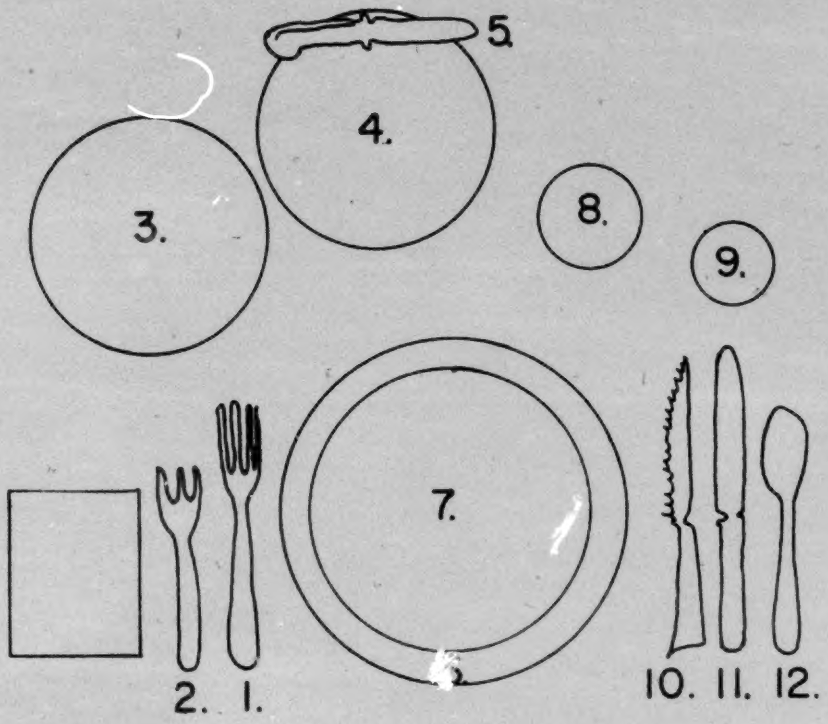
28. What is the best acknowledgement to an introduction?

29. How much should you tip the waiter on a $10 bill?

Handout (2) 11,2H1

TABLE SETTING

1- dinner fork
2- salad fork
3- salad plate
4- butter plate
5- butter knife
6- dinner plate
7- soup bowl
8- water glass
9- wine glass
10- meat knife
11- dinner knife
12- soup spoon



Handout (2) 11,2H2

PROPER EATING TECHNIQUES

ARTICHOKES Use your fingers. Take off one or two leaves at a time, dip in the soft end into the sauce, and scrape off about a third of the leaf. Don't swallow the whole leaf; it won't digest well. Place all leaves on the side of your plate. When all leaves are removed, cut away the thistle part with your knife and fork and eat the heart with your fork.

ASPARAGUS Break off the tender part with your fork, eating it in several sections. Eat only what can be cut with your fork.

AVOCADOS No problem if served cut up in a salad. When they are split in half and the seed cavity is filled, scoop the fruit out of the shell with your spoon.

BACON If it is crisp, eat it with your fingers; otherwise use a knife and fork.

CAKE When dry cake is served, eat this with your fingers. A layer cake or wet cake should be eaten with a fork. Cake or pie a la mode is eaten with a fork rather than a spoon, although a spoon may be used to come to your rescue if the ice cream is runny.

CANDY When a box is offered to you, take the frilled paper cup as well as the candy.

CHICKENS Use a knife and fork in public. At home or at a picnic you might want to pick up the bones, but you should always get as much meat off as possible first.

CORN ON THE COB Eat it with your fingers. Butter only a few rows at a time.

OLIVES Eat with the fingers. Pits go into your hand and then onto your plate.

PICKLES Whole pickles and pickles served with sandwiches are eaten with the fingers. Sliced pickles served with meals are eaten with a fork.

PINEAPPLE RINGS Fresh: Use a knife and fork. Stewed: Use spoon.

SHRIMP COCTAIL: Eat with oyster fork. Sauce may be served on shrimp or in separate small cup. If shrimp is too big to eat in one bite, bite off a part, redip the remaining portion in the sauce and eat it.

FRIED FANTAIL SHRIMP Using your fingers, pick it up by the tail, dip it in the sauce and eat it, but leave out the tail.

UNSHELLED SHRIMP Shell with your fingers and eat.

SPAGHETTI If you've acquired the knack of rolling your own, good. To do this, hold the spoon in your left hand, take a few strands with the fork in your right hand and wind the fork, keeping the prongs against the spoon. The result should be a neatly wound mouthful. If you can't do this expertly, cut your spaghetti with a fork.

TIPPING

How you tip is almost as important as how much you tip. Let your manner as well as your money express your thanks for the service that has been given to you.

When should you tip? You tip only employees who have served you personally. The owner or manager is generally not tipped, even if he does the same work as the employees.

As an average you would tip about 15% of the bill...more for special services. The amounts suggested below are approximate standards:

TAXI: 15% or more, never less than 10¢ for a minimum fare.

LUNCH COUNTER: 10-15%. No tip necessary for just coffee, sundae or soda.

WAITER: Generally 15%, but at least 25-50¢ per person.

Headwaiter: No tip for seating you. If he performs special services, such as making advance arrangements, $1-$5 (always paper money) is sufficient. If the location of the table is important, tip before dinner. Otherwise a tip for special services is given after the dinner.

HATCHECK GIRL: 25-50¢ per person.

RESTROOM MATRON: For towel and soap, 10-25¢. More for special service.

SHOESHINE BOY: 50¢ - $1

BEAUTY PARLOR: For permanent, 15% or $1, whichever is higher; for a set not less than $1 (generally 15%).

PARKING LOT ATTENDANT: If he parks and retrieves your car, 25-50¢.

MESSENGERS, STORE DELIVERY BOYS: 25-50¢

REDCAP: Usually 50¢ for each piece of luggage, regardless of size or distance carried.

AIRLINES: No one on board the plane is tipped. Skycaps usually get 50¢ per bag.

HOTEL ROOM SERVICE WAITER: 15% of check, but not less than 50¢.

HOTEL CHAMBERMAID: No tip for very short stay; probably $2 for four or five days; at a resort hotel, usually 50¢ per day.

Handout (2) 11,2H4

HOTEL BELLHOP: 50¢ per piece of luggage.

DOORMAN: 50¢ if he calls a taxi for you; more if he helps you remove luggage from your car.

TENNIS: Locker room attendant; 25-50¢ at public court.

GOLF: $2-$4 per round. Consult the starter or pro, as sometimes the tip is included in the caddy fee.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

BOOKS

Corinth, Kay, Sargent, Mary, Male Manners: The Young Man's Guide, David McKay Company, Inc. New York, New York 1969.

Post, Elizabeth, The Emily Post Book of Etiquette for Young People, Mick and Wagnalls, New York, New York, 1967

FILMS

Everyday Courtesy, 11 minutes, black and white, state, 1967.

You and Your Family, 8 minutes, black and white, state, 1951.

ICT - 2

UNIT 12

HOW TO INVENT

Lesson 1. Successful Inventing

Lesson 2. Questions for Inventing

Lesson 3. Aids in Inventing

Lesson 4. Forces That Affect Inventing

Lesson 5. Patents

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 12
Lesson 1

SUBJECT: Successful Inventing (How To Invent)

OBJECTIVE; The student will be able to create a change in a device or a condition. (Written out).

TEACHING AIDS: Overhead projector, chalkboard

MATERIALS: Transparencies (2) 121T1-4

REFERENCES: Shlesinger, B. Edward, The Art of Successful Inventing. Kelly, Hafner Associates, Inc., 1738 Wisconsin Avenue, N.W. Washington, D. C. 20007.

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1. PREPARATION (of the learner)

Have you ever wanted to invent something? (Ask students first). Discuss all aspects of present and past inventions. Get an idea of what the class knows about inventing. Have students divide into equal groups and choose one article within the classroom that they would change and how they would change it. (Also discuss why). Have you ever had the desire to invent, but only thought about it?

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Definition of an invention 1. An invention is created when existing conditions or devices are changed.	A. Ask class for definition of invention. 1. Show (2) 121T1. Make a list of past and present inventions and put on chalkboard.
B. There are two types of inventions.	B. Show (2) 121T2
1. Utility - involves a change in function, whether appearance is altered or not.	1. Example of utility inventions. a) Add eraser to end of wooden pencil. b) Add dimples to golf ball for greater distance.
2. Two conditions necessary for utility inventions.	2. Decide from list on board which would be utility invention. a) Difference must exist between what existed before and what was created. b) The difference must create an advantage over the original invention.

2. PRESENTATION (Continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
3. Design - a design invention involves a change in appearance and not function.	3. Examples of design invention a. Pattern on piece of silverware or carpet does not affect function. b. From list on board decide which are design inventions. Show (2) 121T3.
C. An example of inventing shows that it is a step process.	C. Show (2) 121T4; discuss specific inventions; for example, a blackboard eraser.
1. What are the disadvantages of a simple blackboard eraser?	1. Disadvantages a. Becomes dusty and gets chalk on hands and clothes. b. When dusty does not wipe properly. c. Must be cleaned regularly. d. Doesn't wipe a large area.
2. What are some solutions?	2. Solutions a. Wet type of eraser. b. Changeable wiping surface. c. Clean eraser with miniature vacuum cleaner at blackboard. d. Increase size of eraser
3. We should continue reviewing until we feel reasonably sure that all possibilities have been exhausted.	3. Stress considering the disadvantages of an article is but one of the many ways of inventing.
D. There are two initial steps to inventing.	D. Refer to table on pages 26-27, *The Art of Successful Inventing*.
1. Tracing the history of a specific area of interest.	1. Tracing history a. Tells where we have been. b. Tells where we are going. c. Greatest invention strides can be predicted in five areas. 1) Health 2) Transportation 3) Food 4) Clothing 5) Culture
2. Studying the classification of that area of interest and also it's related areas.	2. Refer to U. S. Manual of Classification, U. S. Government Printing Office, Washington, D. C. a. Three primary divisions of classifications. 1) Mechanical 2) Chemical 3) Electrical

b. Have the students construct a history of their assigned projects, e.g. hammer, screwdriver, etc.
c. Have students prepare classification tables on these items.
   1) Saw
   2) Handle
   3) Teeth
   4) Round or jagged
   5) Rip
   6) Cross cut
   7) Jig

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3. APPLICATION

Obtain for the class a screwdriver, pliers, hammer, and wrench. Divide class into groups and improve the tool.

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4. TEST

Have the students create a change in a device or a condition. (Invent something).

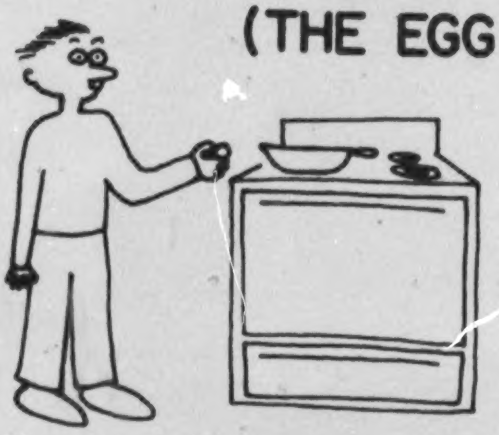
SUGGESTED READING: The Art of Successful Inventing, B. Edward Shlesinger, Jr. Chapters 1 and 2

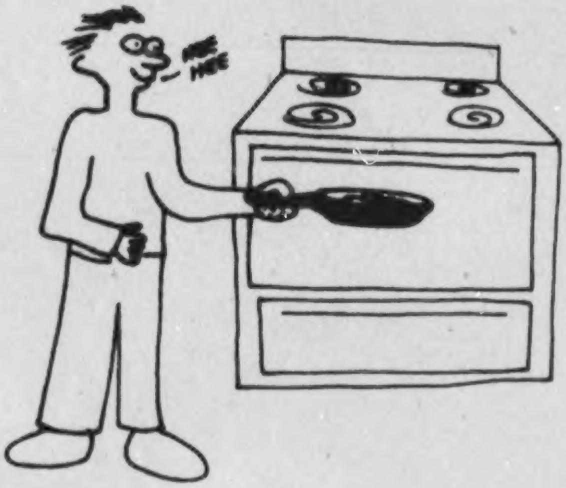
SUGGESTED ACTIVITIES: Guest speaker from community. Someone who invents or is a craftsman.

NEXT LESSON: Questions for Inventing

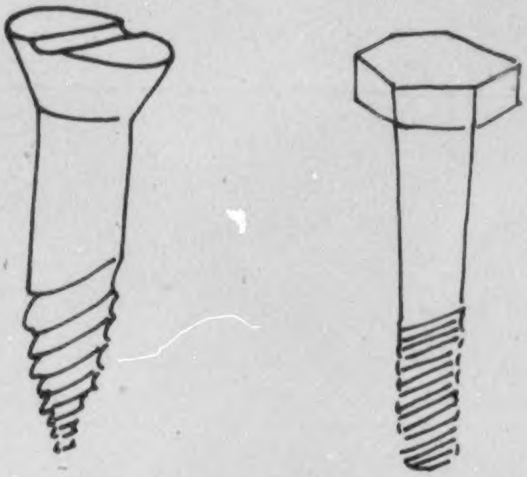
CHANGING IT

(THE EGG AND I)



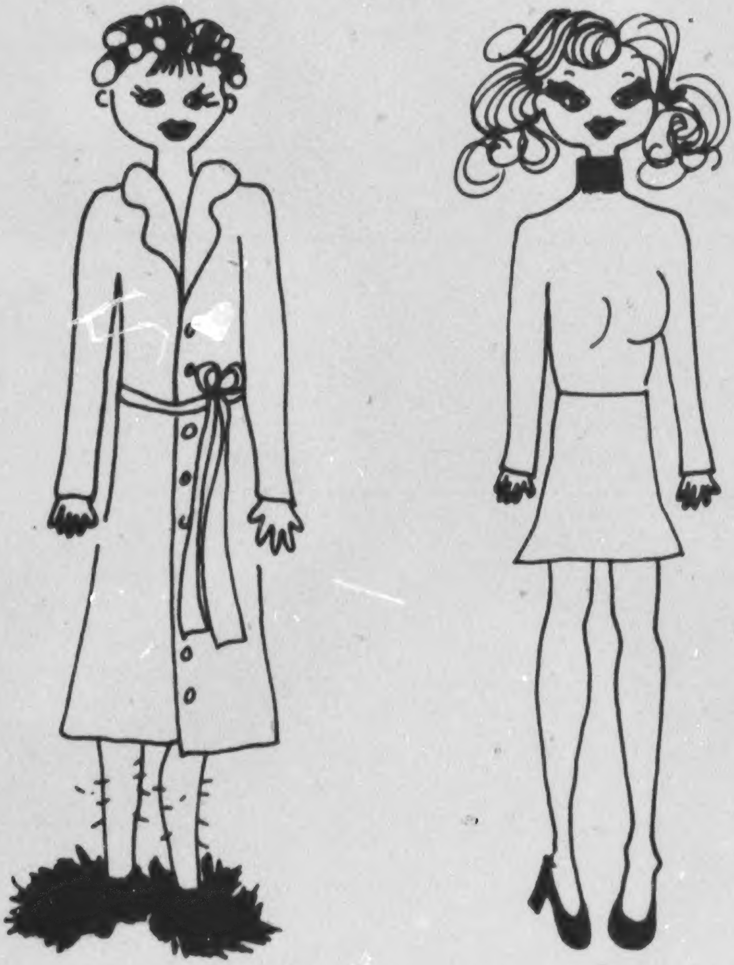


A CHANGE IN FUNCTION



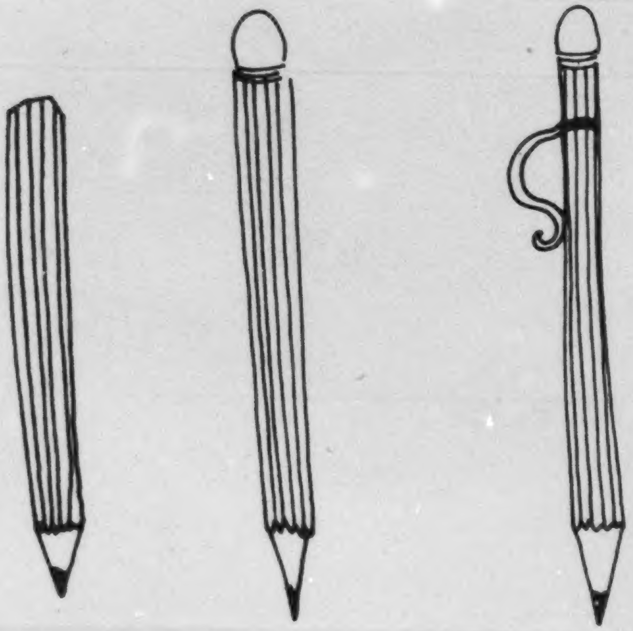
Transparency (2) 121T2

A CHANGE IN APPEARANCE



Transparency (2) 121T3

STEP PROCESS DEVELOPMENT



SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 12
Lesson 1

BOOKS

Shlesinger, Jr. B. Edward, The Art of Inventing, Kelly, Hafner Associates, Inc., Washington, D. C., 1973, 20007

U. S. Manual of Classification, U. S. Government Printing Office, Washington, D. C., 1975 20402

BOOKLETS

Do You Know Your Economic ABC's? Patents: Spur to American Progress, prepared under supervision of Office of Public Affairs, U. S. Department of Commerce, Washington, D. C., revised 1969, GPO code: 1969-0-363-723.

General Information Concerning Patents, U. S. Department of Commerce Publication, Washington, D. C., revised June 1974, GPO code: 1974-0-550-030.

Patents and Inventions: an Information Aid for Inventors, U. S. Department of Commerce Publication, Washington D. C., revised April 1974, GPO code: 1974-0-534-185.

The Story of the United States Patent Office, U. S. Department of Commerce Publication, Washington D. C., January 1972, GPO Code: 1971-0-429-170.

FILMS

Why Man Creates, 25 minutes, color, State, 1970.

PAMPHLETS

Q and A about Patents, U. S. Department of Commerce Publication, Washington D. C., 1974, 20402

Q and A about Plants, U. S. Department of Commerce Publication, Washington D. C., 20402 GPO Code: 1969-0-339-227.

Q and A about Trademarks, U. S. Department of Commerce Publication, Washington D. C., GPO Code: 1971-481-325/59.

JOURNALS

Official Gazette of the United States Patent Office, U. S. Department of Commerce Publication, Washington D. C., 20402, published weekly by authority of Congress.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 12
Lesson 2

SUBJECT: Questions for Inventing

OBJECTIVES: The student will be able to discuss and describe three basic questions asked by inventors when inventing.

TEACHING AIDS: Transparencies (2) 122T1-7, Handouts (2) 122H1-3

REFERENCES: Shlesinger, Jr. B. Edward, The Art of Successful Inventing, Kelly, Hafner Associates, Inc., 1738 Wisconsin Avenue, N.W. Washington, D. C. 20007, 1973.

1. PREPARATION (of the learner)

Area covered by lesson 2: Chapters 3,4,5, and 6

A. From the list of inventions on the board from Lesson 1, think of how these inventions came about. What process was used?
B. Ask: "What caused most inventions to come about?"
C. Discuss: "Is there any invention that would make your job easier?"

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Questioning is a vital part of inventing.	A. Inventor should always be on guard for complaints.
1. Problem	1. Show (2) 122T1.
a. Abnormal situation	a. Pass out (2) 122H1
b. Recurring breakdown	b. Look for the unusual. Find examples of abnormal situations on the job, at school, at home. Refer to (2) 122T2-3.
	c. In reference to injuries, show (2) 122T4.
B. An inventor should study a subject in detail as to quality and quantity.	B. Stress (ask what it is). Show (2) 122T5.
1. Composition of each part	1. Consider the packaging of a book of matches.
2. Appearance frequently results in new inventions.	2. Think how the packaging could be made more functional.
a. Size	
b. Shape	
c. Color	

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
3. Weight is an important aspect of invention.	3. Use flight or boating as example.
4. Other qualities or characteristics.	4. Example: Give an example of how your project can be made a. radioactive b. magnetic
C. Explore objects through the "Tree System".	C. Refer to (2) 122H2
1. Can I improve the advantage? a. Use five senses	1. Stress why it exists. Show (2) 122T6.
2. Can I correct the disadvantage?	2. Refer to (2) 122H3
D. Understand the related operating functions and principles?	D. Stress how and why it works; Show (2) 122T7.
1. Ask: "When it is used?"	1. Use chalkboard as example.
2. When can't it be used?	2. Use chalkboard erasers as example.
3. The question, "Is it used?" poses the question, "Where can't it be used?"	3. Use determined by: a. climate b. geographical area
4. By knowing how it is used, improvements can be made and applied to other fields.	4. Stress: Be familiar with each new development project knowing in detail the hows, whys, and whens as they relate to functions, principles, and use.

3. APPLICATION

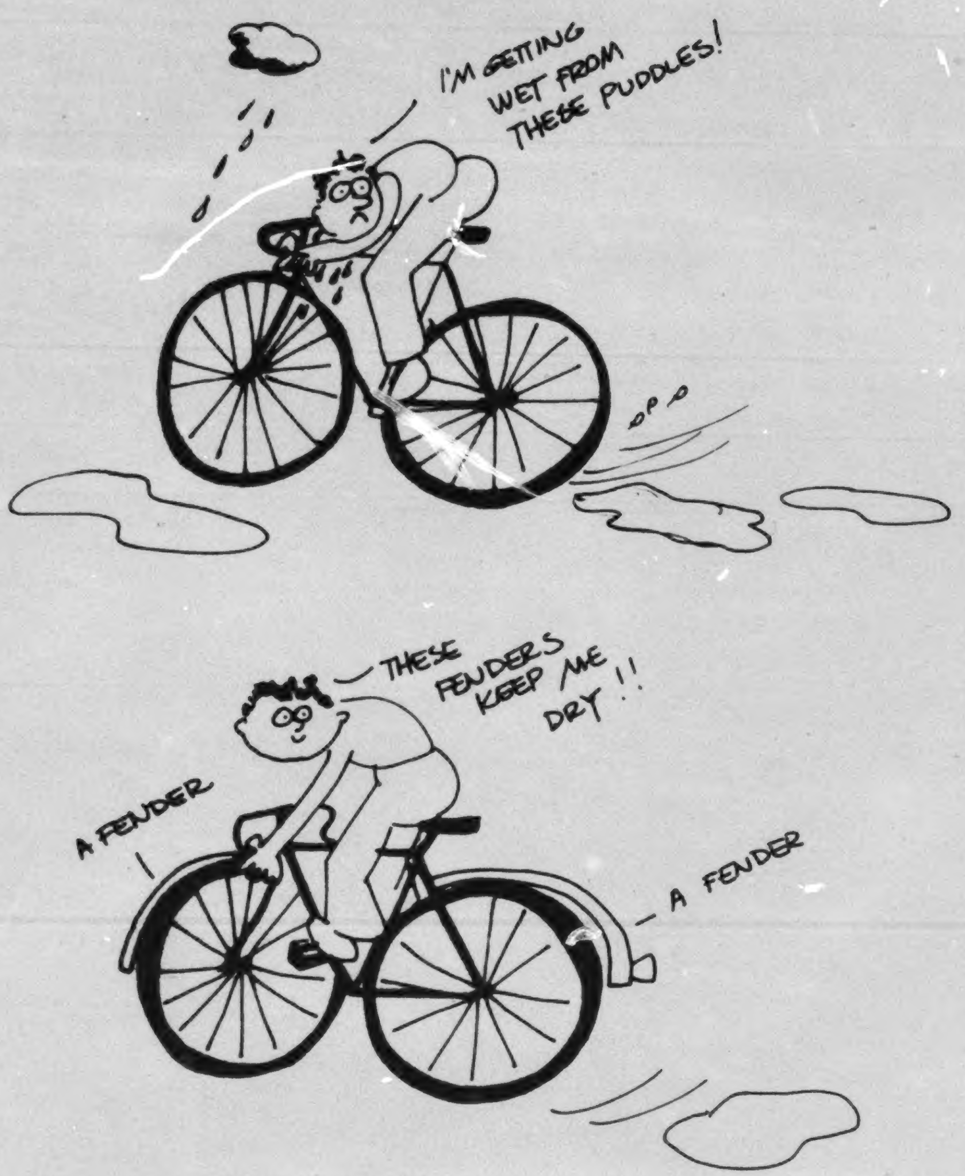
1. Have students describe a new invention that has made their job safer or easier.
2. Each student will hand in a development of a device.

4. TEST

1. Make a list of questions that inventors should use in creating a device or condition. (3 questions)
2. Discuss or describe the reasons for the questions in #1.

SUGGESTED READING: The Art of Successful Inventing, B. Edward Shlesinger, Jr., Chapters 3,4,5, and 6

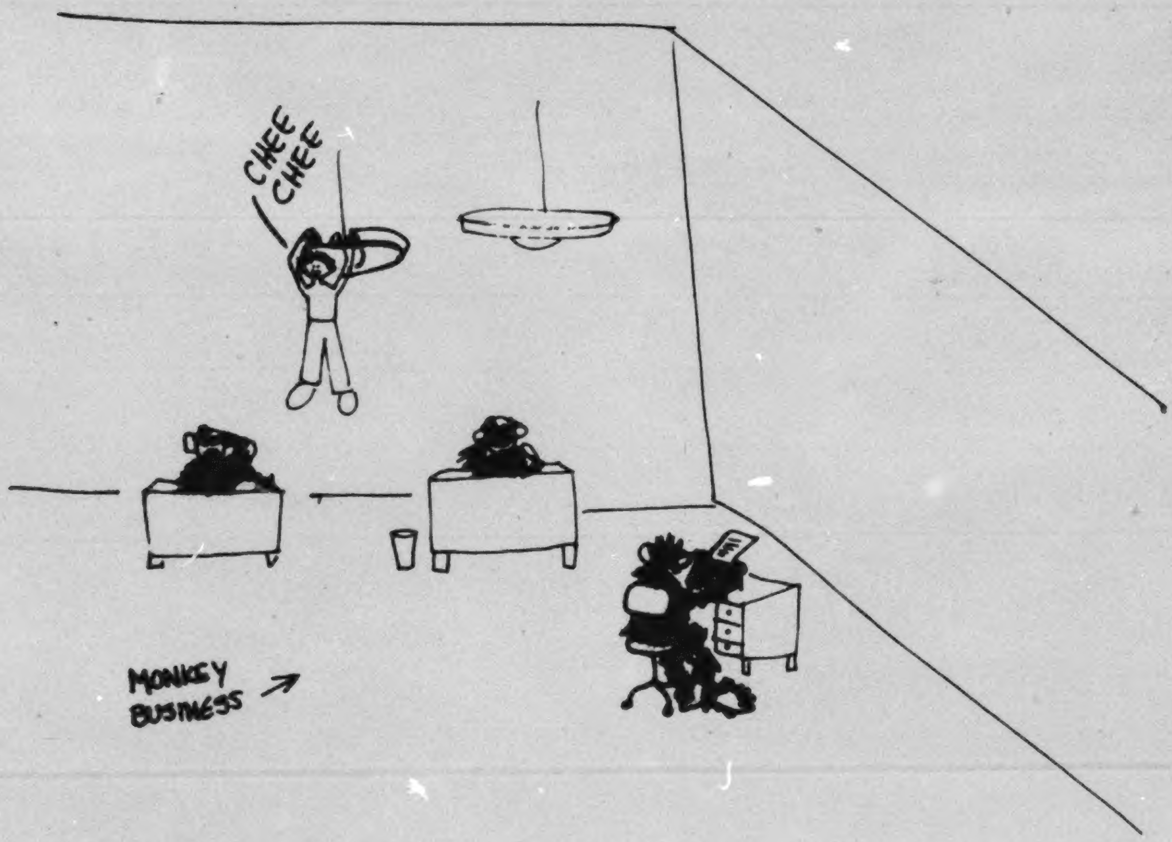
NEXT LESSON: Aids in Inventing


I'M GETTING WET FROM THESE PUDDLES!
THESE FENDERS KEEP ME DRY !!
A FENDER
A FENDER

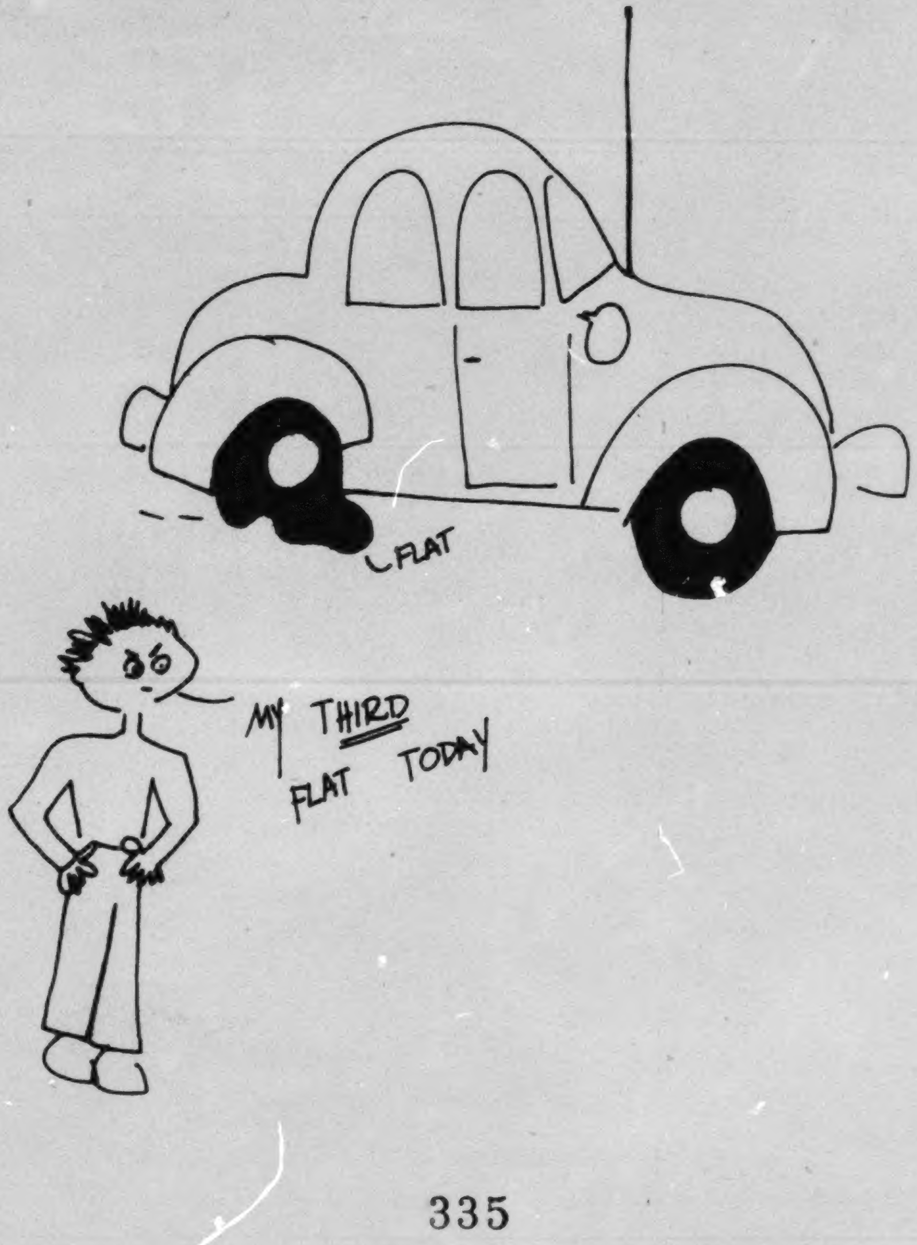
COMPLAINTS RESULT IN IMPROVEMENTS

Transparency (2) 122T1

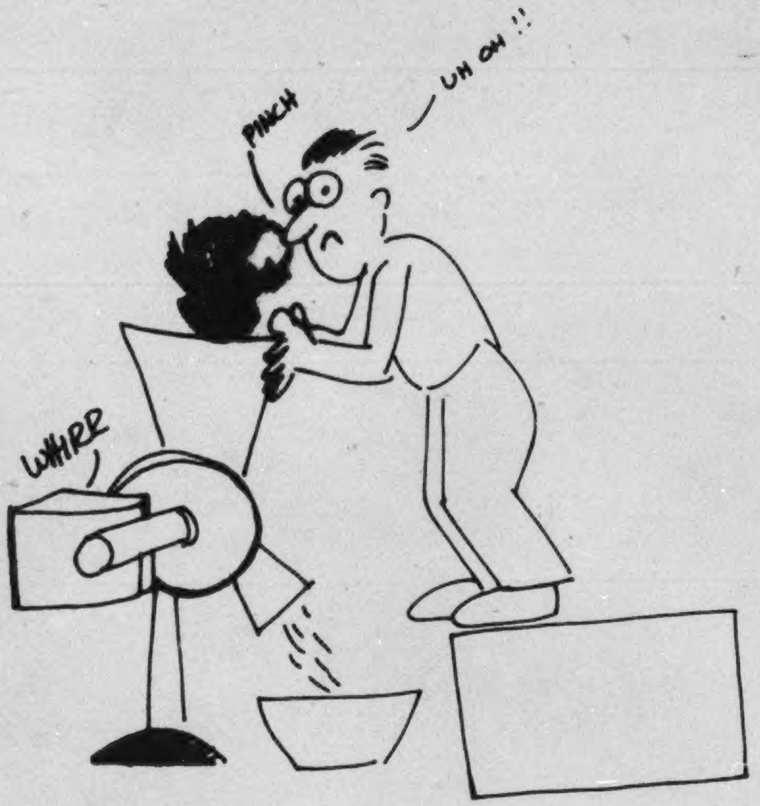
ABNORMAL SITUATIONS


CHEE CHEE
MONKEY BUSINESS

RECURRING BREAKDOWNS

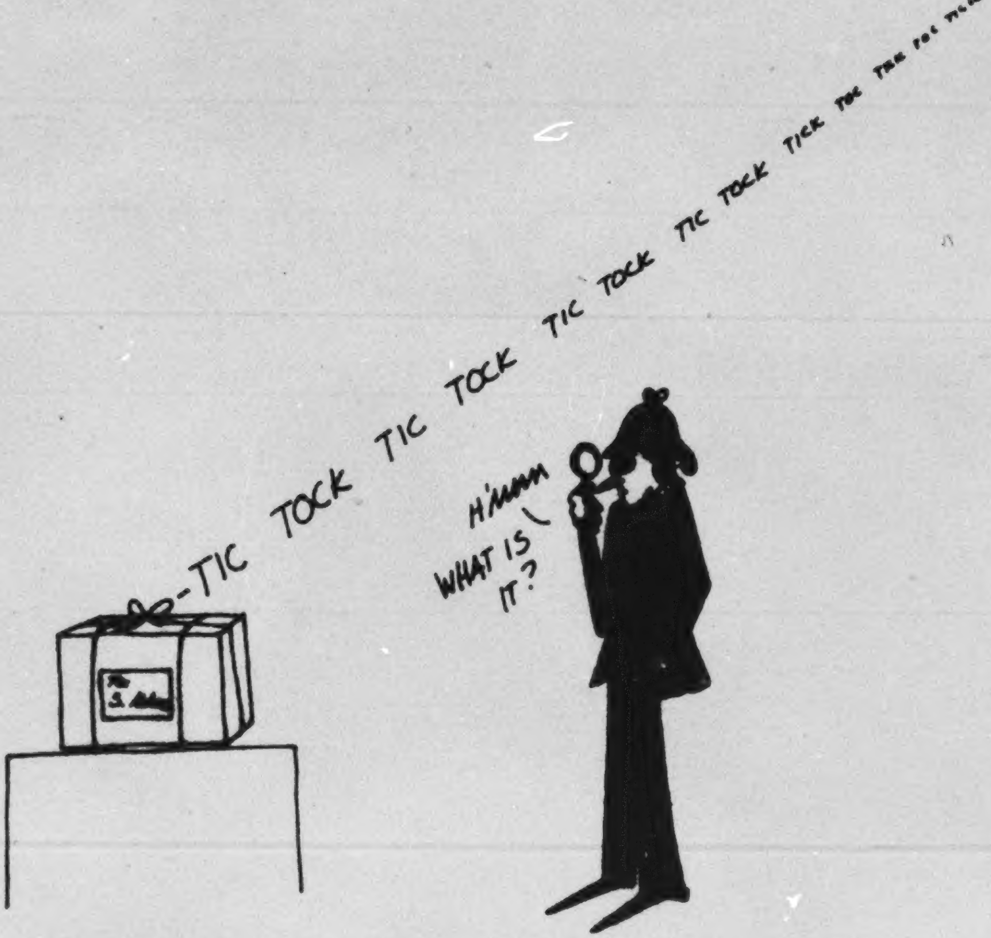

FLAT
MY THIRD FLAT TODAY

INJURIES


UH OH !!
PINCH
WHRR

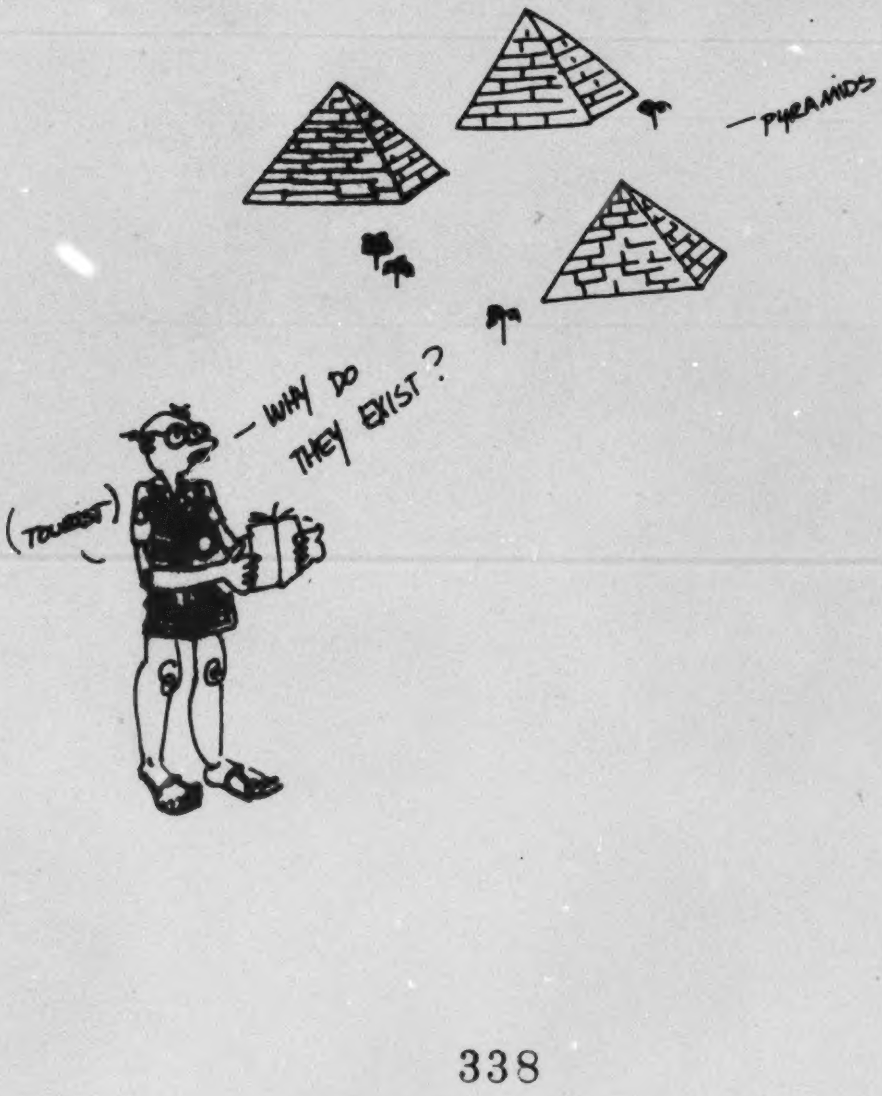
NO SAFETY GUARD

WHAT IS IT ?


TIC TOCK TIC TOCK TIC TOCK TIC TOCK TICK TOC TIK TOC TICK
H'MMM
WHAT IS IT?

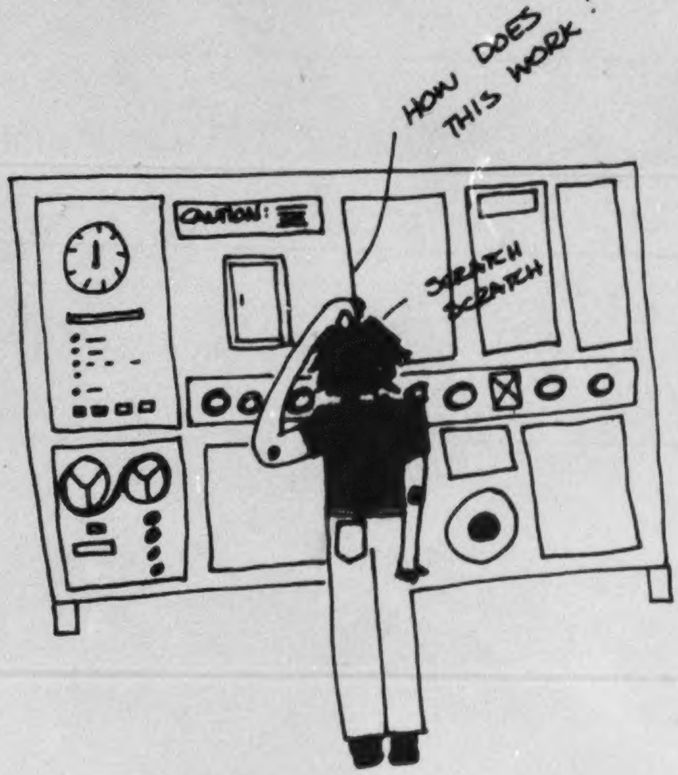
Transparency (2) 122[illegible]

WHY DOES IT EXIST?


– PYRAMIDS
– WHY DO THEY EXIST?
(TOURIST)

Transparency (2) 122T6

HOW DOES IT WORK ?


HOW DOES THIS WORK ?
SCRATCH SCRATCH
CAUTION:

Transparency (2) 122T7

INVENTING

ICT 2

COMPLAINTS

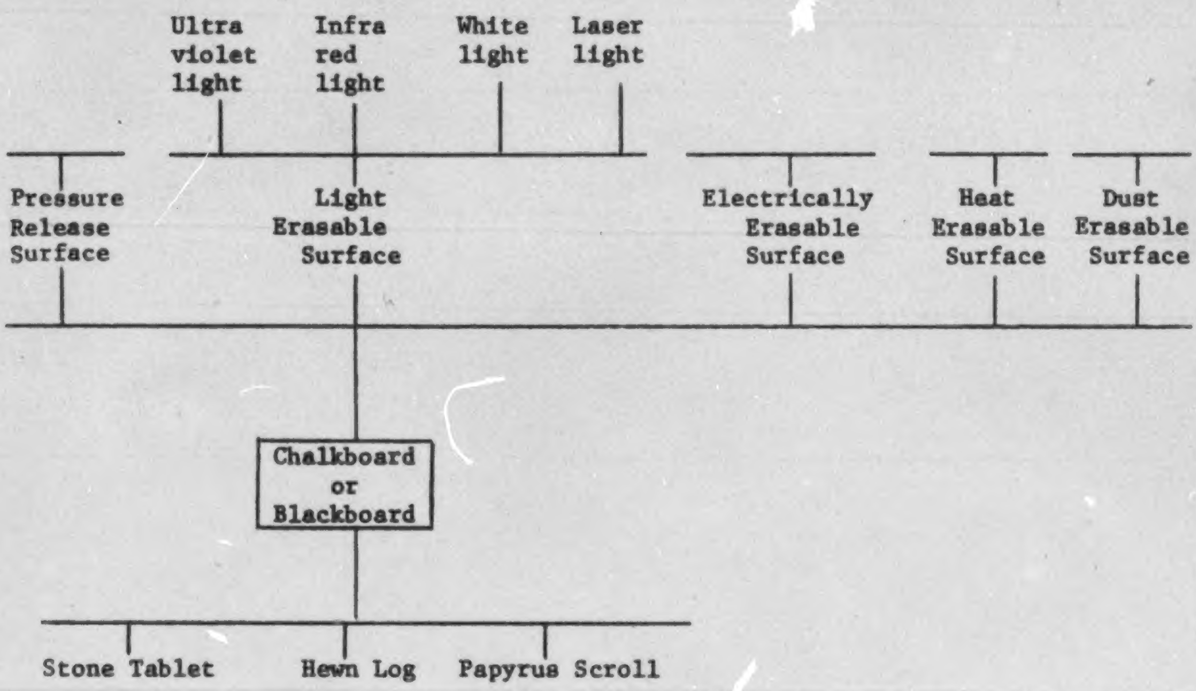
Example 1: Suppose a student constantly drops the blackboard eraser and complains that he cannot hold on to it. Obviously a problem exists.

Solution:

Example 2: A brand of book matches frequently fails to light. Analysis shows that the match head is damp from humidity in the air.

Solution:

"THE TREE SYSTEM"


Ultra violet light
Infra red light
White light
Laser light
Pressure Release Surface
Light Erasable Surface
Electrically Erasable Surface
Heat Erasable Surface
Dust Erasable Surface
Chalkboard or Blackboard
Stone Tablet
Hewn Log
Papyrus Scroll

Advantages - Disadvantages

1. Advantages - Can you reduce the weight of a match book?

   a. How?
   b. What advantage would this produce?

2. Advantages - What ways can you develop for using the match book as an advertising medium?

3. Disadvantages - The remaining matches in a match book frequently ignite accidently.

   Invent

4. Disadvantages - The ordinary match book has no built-in match disposal system.

   Invent

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 12
Lesson 2

BOOKS

Shlesinger, Jr. B. Edward, The Art of Inventing, Kelly, Hafner Associates, Inc. Washington, D.C., 1973, 20007

U. S. Manual of Classification, U. S. Government Printing Office, Washington, D. C., 1975 20402

BOOKLETS

Do You Know Your Economic ABC's? Patents: Spur to American Progress, prepared under supervision of Office of Public Affairs, U. S. Department of Commerce, Washington, D. C., revised 1969, GPO code: 1969-0-363-723.

General Information Concerning Patents, U. S. Department of Commerce Publication, Washington, D. C., revised June 1974, GPO code: 1974-0-550-030.

Patents and Inventions: an Information Aid for Inventors, U. S. Department of Commerce Publication, Washington D. C., revised April 1974, GPO code: 1974-0-534-185.

The Story of the United States Patent Office, U. S. Department of Commerce Publication, Washington, D. C., January 1972, GPO Code: 1971-0-429-170.

FILMS

Inventions In America's Growth, 1750-1850, 10 minutes, state, 1956.

PAMPHLETS

Q and A about Patents, U. S. Department of Commerce Publication, Washington D. C., 1974, 20402

Q and A about Plants, U. S. Department of Commerce Publication, Washington D. C., 20402 GPO code: 1969-0-339-227.

Q and A about Trademarks, U. S. Department of Commerce Publication, Washington D. C., GPO code: 1971-481-325/59.

JOURNALS

Official Gazette of the United States Patent Office, U. S. Department of Commerce Publication, Washington D. C., 20402, published weekly by authority of Congress.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 12
Lesson 3

SUBJECT: Aids in Inventing

OBJECTIVE: The student will be able to discuss and use the steps in inventing.

TEACHING AIDS: Opaque projector, overhead projector

MATERIALS: Transparencies (2) 123T1-3

REFERENCES: Shlesinger, B. Edward, The Art of Successful Inventing
Kelly, Hafner Associates, Inc., 1738 Wisconsin Avenue, N.W.
Washington, D. C. 20007., 1973.

---

1. **PREPARATION** (of the learner)
   1. Do definitions of concepts vary from person to person?
   2. Show (2) 123T1. Use a simple example, e.g. cap and see different thoughts.
      - a. beer cap
      - b. hat, etc.

2. **PRESENTATION** (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Word image 1. Define word image.	A. Use of synonyms 1. Broadens inventive perspective; show (2) 123T2.
B. Definition image	B. Define subject to improve it. 1. Permits you to interrelate combinations of words to produce new ideas.
C. Combinations 1. Try every possible way	C. Take two or more inventions. Produce a new invention. 1. Place them together to (2) 123T3
D. Substitution	D. Replacing one part of the unit or system for another to develop a new invention.
E. Addition	E. The joining of similar units to one unit.
F. Deletion	F. The elimination of a part or portion to make a new invention.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
G. Rearrangement	G. Shifting, reversing, or otherwise rearranging parts.
H. Adjustability	H. Fixing, setting or holding a related position.

3. APPLICATION

1. Have students describe a new invention using.
   a. Substitution
   b. Addition
   c. Combination
   d. Deletion
   e. Rearrange
2. Have students discuss word and definition images to aid them in creating an invention.

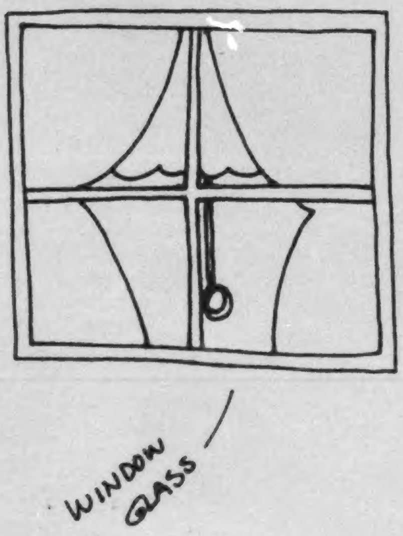
4. TEST

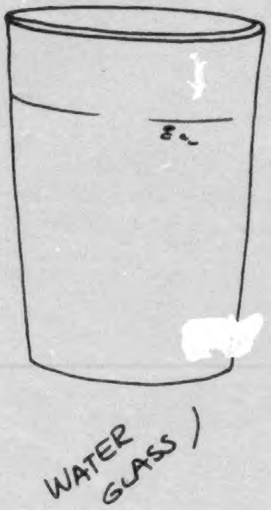
1. Have students list five steps relating to parts or an aid to inventing.
2. Define an object or item (such as a pencil) and substitute synonyms for terms to create a new invention.

SUGGESTED READING: Shlesinger, B. Edward, Jr., The Art of Successful Inventing, Chapters 7,8, and 9.

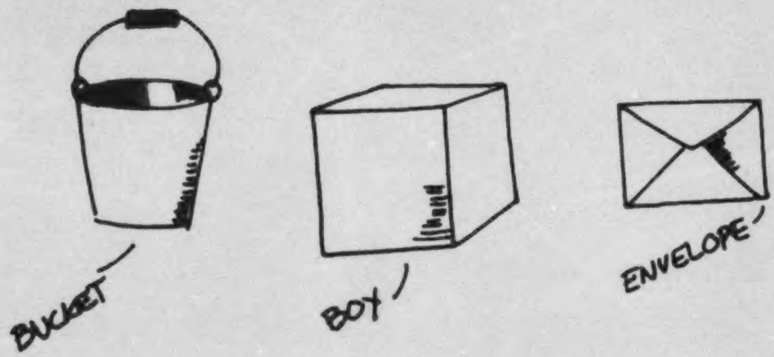
NEXT LESSON: Forces That Effect Inventions

THE MENTAL IMAGE


WINDOW GLASS

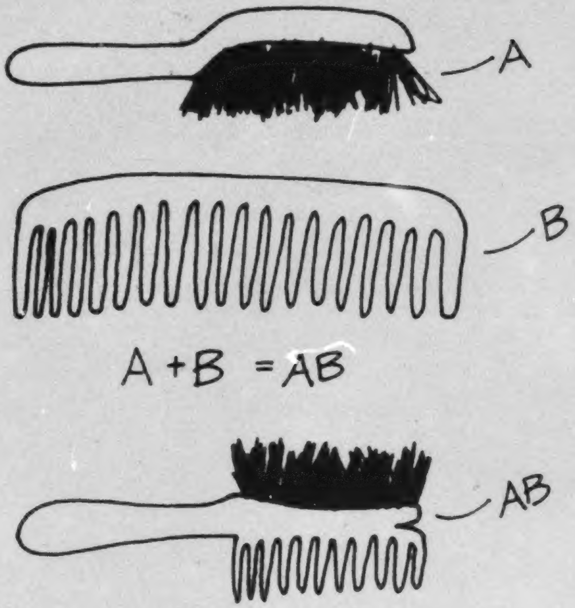

WATER GLASS

THE WORD IMAGE


BUCKET
BOX
ENVELOPE

(ALL RECEPTACLES)

COMBINATIONS



Transparency (2) 123T3

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 12
Lesson 3

BOOKS

Shlesinger, Jr. B. Edward, The Art of Inventing, Kelly, Hafner Associates, Inc., Washington, D. C., 1973, 20007.

U. S. Manual of Classification, U. S. Government Printing Office, Washington, D. C., 1975 20402

BOOKLETS

Do You Know Your Economic ABC's? Patents: Spur to American Progress, prepared under supervision of Office of Public Affairs, U. S. Department of Commerce, Washington, D. C., revised 1969, GPO code: 1969-0-363-723.

General Information Concerning Patents, U. S. Department of Commerce Publication, Washington, D. C., revised June 1974, GPO code: 1974-0-550-030.

Patents and Inventions: an Information Aid for Inventors, U. S. Department of Commerce Publication, Washington D. C., revised April 1974, GPO code: 1974-0-534-185.

The Story of the United States Patent Office, U. S. Department of Commerce Publication, Washington, D. C., January 1972, GPO code: 1971-0-429-170.

FILMS

Inventions in America's Growth, 1850-1910, 10 minute, black and white, state, 1956.

PAMPHLETS

Q and A about Patents, U. S. Department of Commerce Publication, Washington D. C., 1974, 20402

Q and A about Plants, U. S. Department of Commerce Publication, Washington D. C., 20402 GPO code: 1969-0-339-227.

Q and A about Trademarks, U. S. Department of Commerce Publication, Washington D. C., GPO code: 1971-481-325/59.

JOURNALS

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INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 12
Lesson 4

SUBJECT: Forces That Effect Inventions

OBJECTIVE: The student will be able to define or discuss the physical forces and effects in the development of inventions.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts, (2) 124H1-2, Transparencies (2) 124T1-4

REFERENCES: Shlesinger, B. Edward, Jr., The Art of Successful Inventing
Kelly, Hafner Associates, Inc., 1738 Wisconsin Avenue, N.W.
Washington, D. C. 20007

1. PREPARATION (of the learner)

Have students obtain a list of the physical forces that might change or create new inventions from materials found in the home.

EXAMPLE: Pressure force. Write small letters on simulated blackboard of stretchable material. Then stretch material and watch letter enlarge.

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (Things to remember to do or say)
A. Change	A. Can effect inventive change in the subject. 1. Used in fields of chemistry or electricity. 2. Show (2) 124T1
B. Pressure	B. Ways in which pressure produces inventions. Refer to (2) 124H1
C. Temperature, gravity, other forces and characteristics.	C. Used principally in areas of electricity and chemistry. Show (2) 124T2.
D. Limiting factors 1. Laws 2. Controls 3. Restrictions 4. Regulations 5. Requirements 6. Restraints	D. Stress: Be aware of the parameter.

2. PRESENTATION (Continued)

INSTRUCTIONAL TOPICS	KEY POINTS (Things to remember to do or say)
E. Materials 1. Characteristics	E. Availability
F. Equipment, Labor and time	F. Availability and cost
G. Space	G. May necessitate the design of a special tool. Show (2) 124T3
H. Storage	H. Handout (2) 124H2
I. Assembly and disassembly	
J. Use	
K. Transportation	
L. Safety	L. Protecting the worker. Show (2) 124T4
M. Precision	

3. APPLICATION

Have students discuss the forces that effect inventions; divide into small groups.

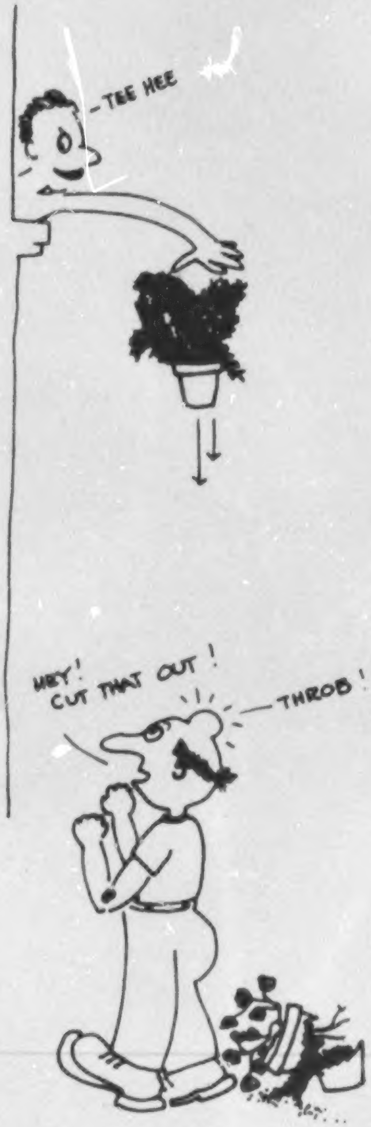
4. TEST

Have students list the forces that effect or change inventions.

SUGGESTED READING: B. Edward Shlesinger, Jr. The Art of Successful Inventing
Chapters 10,11,12, and 13

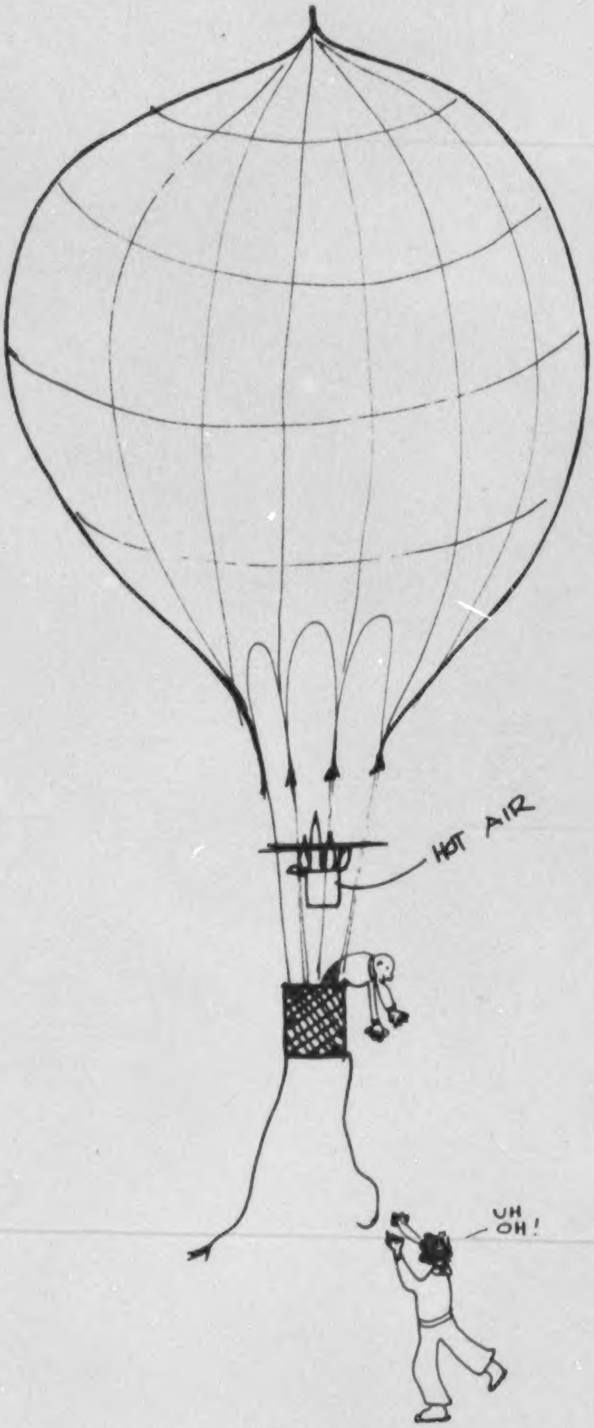
NEXT LESSON: Patents

PHYSICAL FORCE CAN PRODUCE CHANGE


TEE HEE
HEY! CUT THAT OUT!
THROB!

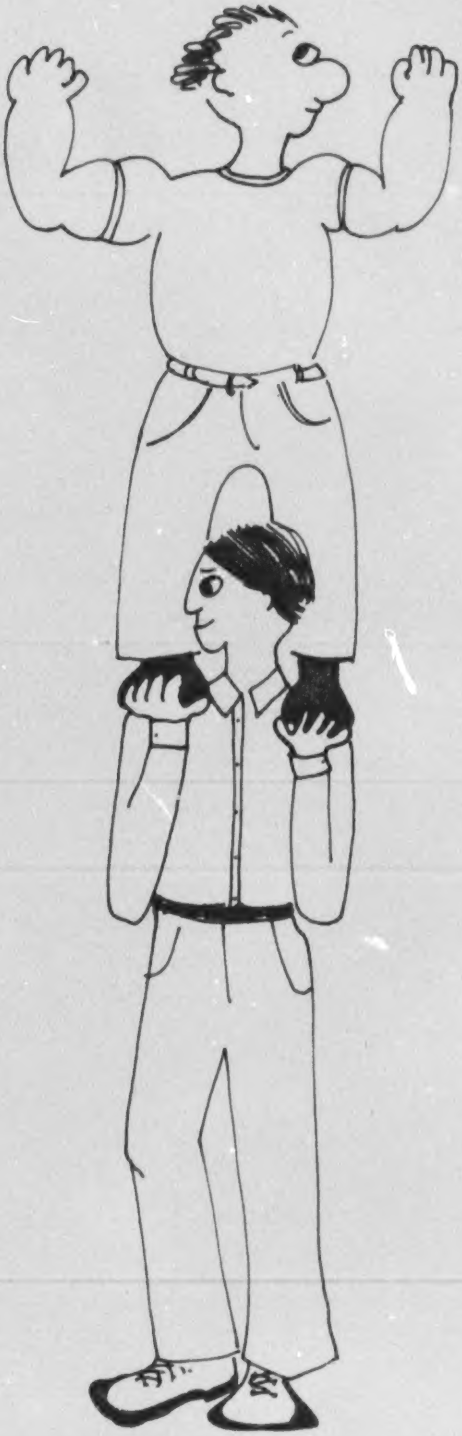
Transparency (2) 124T1

TEMPERATURE AFFECTS THINGS


HOT AIR
UH OH!

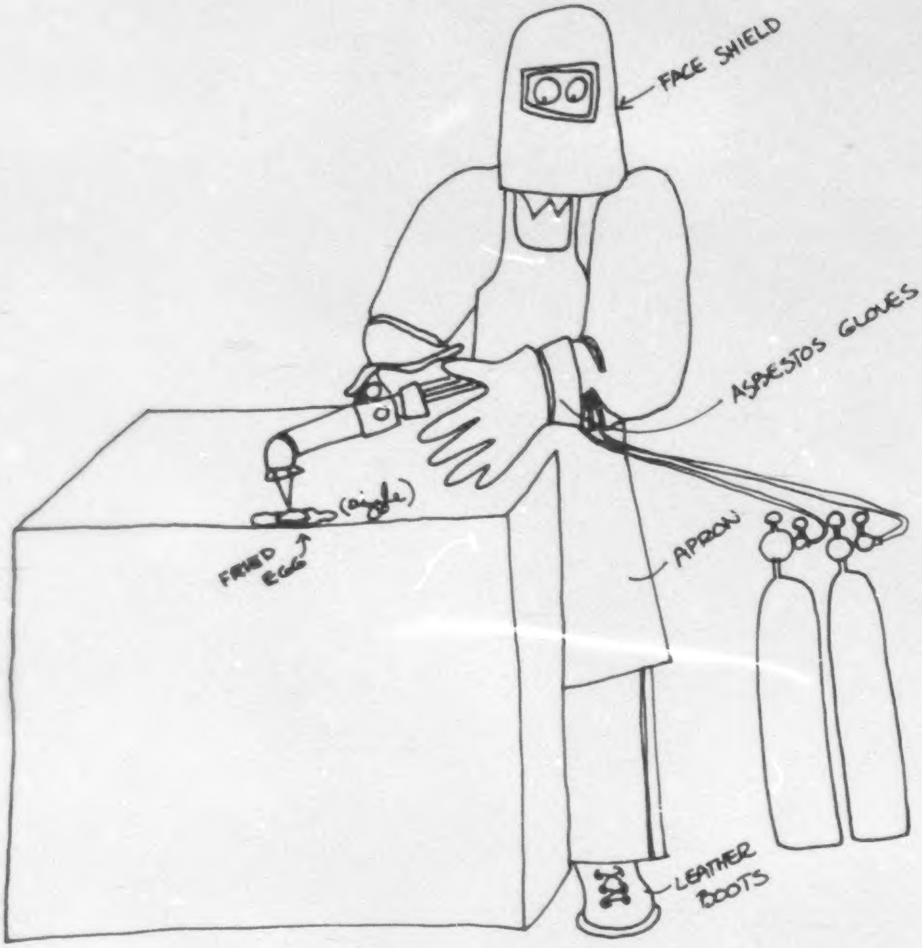
Transparency (2) 124T2

STACKING



Transparency (2) 124T3

PROTECTING THE WORKER


FACE SHIELD
ASBESTOS GLOVES
(sizzle)
FRIED EGG
APRON
LEATHER BOOTS

Transparency (2) 124T4

Inventing By Using Physical Force

PRESSURE:

The ways in which the application of pressure produces inventions.

EXAMPLES:

Abrading
Absorbing
Beating
Bending
Blowing
Bonding
Cauterizing
Centrifuging
Chewing
Clipping
Clinching
Comminuting
Compressing
Crushing
Decordicating
Deflating
Drawing
Drilling
Exhausting
Expanding
Exploding
Extruding
Flexing
Fluidizing
Forcing
Forming
Gasing
Grasping
Gripping
Hydraulicking
Inflating
Kneading
Milling
Peening
Polishing
Pounding
Pressing
Pulling
Ripping
Rubbing
Rotating
Routing
Standing
Shearing
Shooting
Shredding
Squeezing
Splitting
Springing
Squirting
Spinning
Stamping
Stirring
Stretching
Stripping
Sweating
Tearing
Tensioning
Turning
Twisting
Vacuuming
Whipping
Wrenching
Vulcanizing

Requirements and Conditions Imposed on Inventions

Space Requirements for Inventions:

- Use
- Storage
- Packaging
- Shipping
- Assembly
- Disassembly
- Safety

Conditions Imposed on an Item in Storage Which Effect Inventions:

- Time
- Temperature
- Light Exposure
- Effective Electrical
- Fields or Magnets
- Size of Storage Facility
- Explosive Conditions
- Humidity
- Composition
- Pressure Changes

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit 12
Lesson 4

BOOKS

Shlesinger, Jr. B. Edward, The Art of Inventing, Kelly, Hafner Associates, Inc., Washington, D. C., 1973, 20007

U. S. Manual of Classification, U. S. Government Printing Office, Washington, D. C., 1975 20402.

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Do You Know Your Economic ABC's? Patents: Spur to American Progress, prepared under supervision of Office of Public Affairs, U. S. Department of Commerce, Washington, D.C., revised 1969, GPO code: 1969-0-363-723.

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The Story of the United States Patent Office, U. S. Department of Commerce Publication, Washington, C. C., January 1972, GPO code: 1971-0-429-170.

FILMS

Forces, 23 minutes, state, 1963

Craftsmen, 19 minutes, color, state, 1972

PAMPHLETS

Q and A about Patents, U. S. Department of Commerce Publication, Washington, D. C., 1974.

Q and A about Plants, U. S. Department of Commerce Publication, Washington, D. C., 20402, GPO code: 1969-0-339-227.

Q and A about Trademarks, U. S. Department of Commerce Publication, Washington, D. C., GPO code: 1971-481-325/59.

JOURNALS

Offical Gazette of the United States Patent Office, U. S. Department of Commerce Publication, Washington, D. C., 20402 published weekly by authority of Congress.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 12
Lesson 5

SUBJECT: Patents

OBJECTIVE: The student will be able to discuss and describe protection of inventions.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts, (2) 125H1-2, Transparencies (2) 125T1-2

REFERENCES: B. Edward Shlesinger, Jr. The Art of Successful Inventing.
Kelly, Hafner Associates, Inc., 1738 Wisconsin Avenue, N.W.
Washington, D. C. 20007

1. PREPARATION (of the learner)

Two different men have invented a new but same machine that should be patented. Their applications have just been received at the U. S. Patent Office. Who is entitled to the patent rights?

2. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Patents	A. Definition of Patent
1. Foundation stones of most industrial corporations of the world today.	1. A contract agreement with the government whereby the inventor is granted a patent in return for public release of his invention in the form of a printed document.
2. Comprises a description of the invention, drawings where applicable, and a claim or claims defining the invention.	2. Show (2) 125H1.
3. Keep careful and detailed notes of research.	3. Information establishes a date of conception which may be important in determining who was the first inventor when two or more inventors come up with the same idea.
4. Date each entry and have them witnessed and dated by someone who understands project.	4. Enables him to better evaluate his invention with respect to others.
5. Should consider a search in order to determine whether idea is novel.	5. Consider hiring patent lawyer or patent agent to do search.

2. PRESENTATION (Continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Practicality and likelihood of success.	B. Most patented developments are commercially successful either because they are actually manufactured or because they serve as a defense mechanism for a corporation.
1. Most individual inventors became successful because they have a good marketing approach.	1. Show (2) 125T1.
C. Copyrights	C. Purpose of copyrights
1. Goes to the form of expression rather than subject matter of the writing.	1. Protects the writings of an author against copying literary, dramatic, musical and artistic works.
2. Registered in the Copyright Office in the Library of Congress.	
D. Trademarks	D. Definition
1. To prevent others from using a confusing similar mark.	1. Refers to any work, name, symbol or device which is used in trade with goods to indicate the source of goods and distinguish them from goods of others.
E. What can be patented?	E. Study Law of January 1, 1953, in The Art of Inventing by Shlesinger, pp. 123-124.
1. Specific subject matter and conditions.	1. Show (2) 125H2
2. Patent office administers the law.	2. Show (2) 125T2
3. Specifies the general field of subject matter.	
4. Specifies the subject matter must be "useful".	
F. U. S. Patent Office	F. Discuss functions
1. Administers the patent laws.	
2. Examines applications.	
3. Grants patents.	
4. Publishes issued patents and various publications.	
5. Maintains a search room for public use.	
6. Supplies copies of records and paper.	

2. PRESENTATION (Continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
G. **Interferences**	G. Purpose of an "Interference" proceeding.
1. When two or more applications are filed by different inventors claiming basically the same patentable invention.	1. Instituted by the Patent Office to determine who is the first inventor and entitled to the patent.
H. Nature of patent and patent rights.	H. Length of patent
1. Issued in the name of the United States under the seal of the Patent Office.	1. Contains a grant to patents for term of 17 years.
2. Exact nature of the right conferred must be carefully distinguished.	2. Only grants the right to exclude others from making, using, or selling the invention.
3. After patent has expired, anyone may make, use, or sell the invention without permission of the patentee.	
I. Infringement of patents.	I. Patentee may sue in relief
1. Consists in the unauthorized making, using, or selling of the patented invention.	1. Show (2) 125T2.

3. APPLICATION

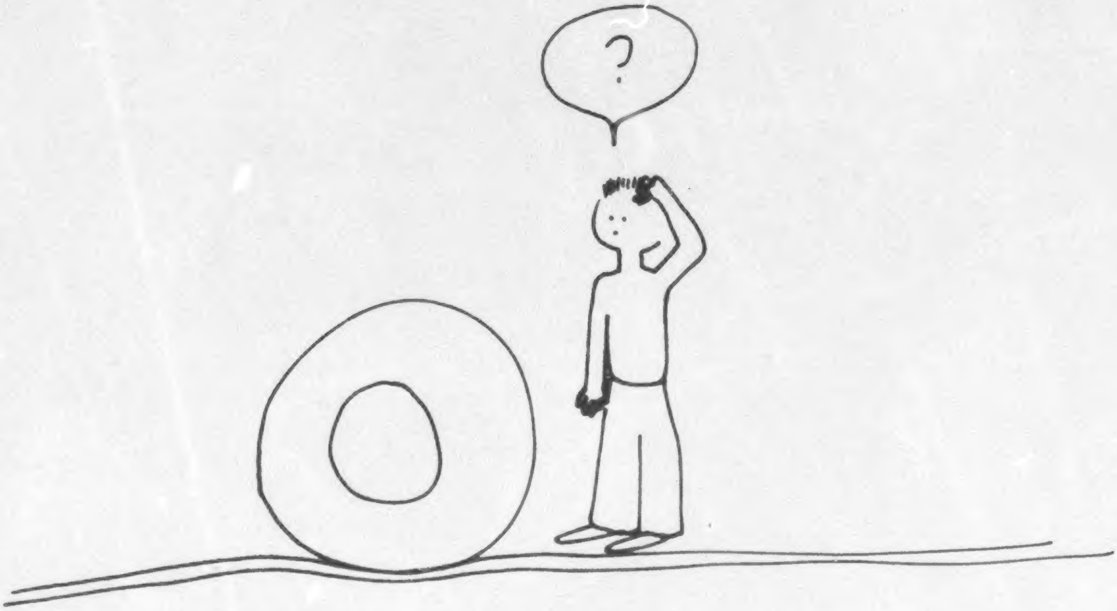
1. Have students make a list of ten items that are in the classroom which have:
    a. patents
    b. trademarks
    c. copyrights

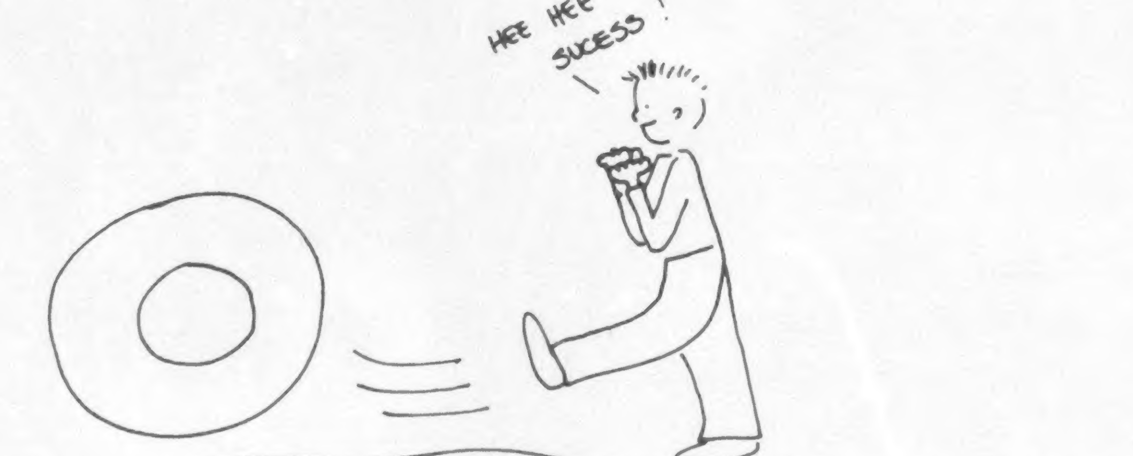
4. TEST

1. Have students define patents.
2. Have students describe the functions of the U. S. Patent Office.

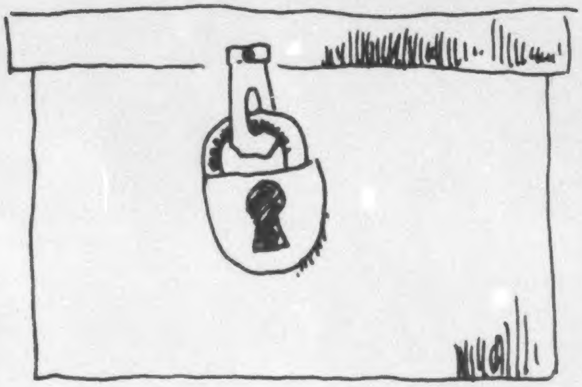
SUGGESTED READING: B. Edward Shlesinger, Jr. *The Art of Successful Inventing*, Chapters 14 and 15

WILL IT BE A SUCCESS ?




HEE HEE SUCESS !

Transparency (2) 125T1



PROTECTING THE INVENTION

PATENTS

A patent is a contract agreement with the government whereby the inventor is granted a patent in return for public release of his invention in the form of a printed document. The patent is a limited monopoly for a period of years depending upon the country in which the patent is granted. It does not give the inventor the right to manufacture, use, or sell but rather it gives the patentee the right to prevent others from doing so. An inventor has the right to manufacture, use and sell only, if he is not infringing a live patent. All patented inventions fall into the public domain upon termination of the life of the patent.

PATENT LAWS

The Constitution of the United States gives Congress the power to enact laws relating to patents, in Article 1, section 8, which reads "Congress shall have power...to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries." Under this power Congress has from time to time enacted various laws relating to patents. The first patent law was enacted in 1790. The law now in effect is a general revision which was enacted July 19, 1952, and which came into effect January 1, 1953. This law is reprinted in a pamphlet entitled Patent Laws, which is sold by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The patent law specifies the subject matter for which a patent may be obtained and the conditions for patentability. The law establishes the Patent Office for administering the law relating to the granting of patents, and contains various other provisions relating to patents.

WHAT CAN BE PATENTED

The patent law specifies the general field of subject matter that can be patented, and the conditions under which a patent may be obtained.

In the language of the statute, any person who "invents or discovers any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvements thereof, may obtain a patent," subject to the conditions and requirements of the law. By the word "process" is meant a process or method, and new processes, primarily industrial or technical processes, may be patented. The term "machine" used in the statute needs no explanation. The term "manufacture" refers to articles. The term "composition of matter" relates to chemical compositions and may include mixtures of ingredients as well as new chemical compounds. These classes of subject matter taken together include practically everything which is made by man and the processes for making them.

The Atomic Energy Act of 1954 excludes the patenting of inventions useful solely in the utilization of special nuclear material or atomic energy for atomic weapons.

The statute specifies that the subject matter must be "useful". The term "useful" in this connection refers to the condition that the subject matter has a useful purpose and also includes operativeness, that is, a machine which will not operate to perform the intended purpose would not be called useful. Alleged inventions of perpetual motion machines are refused patents.

Interpretations of the statute by the courts have defined the limits of the field of subject matter which can be patented, thus it has been held that methods of doing business and printed matter cannot be patented. In the case of mixtures of ingredients, such as medicines, a patent cannot be granted unless there is more to the mixture than the effect of its components. (so-called patent medicines are ordinarily not patented:

the phrase "patent medicine" in this connection does not have the meaning that the medicine is patented.) It is often said that a patent cannot be obtained upon a mere idea or suggestion. The patent is granted upon the new machine, manufacture, etc., as has been said, and not upon the idea or suggestion of the new machine. As will be stated later, a complete description of the actual machine or other subject matter sought to be patented is required.

NOVELTY AND OTHER CONDITIONS FOR OBTAINING A PATENT

In order for an invention to be patentable it must be new as defined in the statute. The statute provides that an invention cannot be patented if--

"(a) The invention was known or used by others in this country, or patented or described in a printed publication in this or a foreign country, before the invention thereof by the applicant for patent, or

"(b) The invention was patented or described in a printed publication in this or a foreign country or in public use or on sale in this country more than one year prior to the date of the application for patent in the United States......

If the invention has been described in a printed publication anywhere in the world, or if it has been in public use or on sale in this country before the date that the applicant made his invention, a patent cannot be obtained. If the invention has been described in a printed publication anywhere, or has been in public use or on sale in this country more than one year before the date on which an application for patent is filed in this country, a valid patent cannot be obtained. In this connection it is immaterial when the invention was made, or whether the printed publication or public use was by the inventor himself or by someone else. If the inventor describes the invention in a printed publication or uses the invention publicly, or places it on sale, he must apply for a patent before one year has gone by, otherwise any right to a patent will be lost.

Even if the subject matter sought to be patented is not exactly shown by the prior art, and involves one or more differences over the most nearly similar thing already known, a patent may still be refused if the differences would be obvious. The subject matter sought to be patented must be sufficiently different from what has been used or described before so that it may be said to amount to invention over the prior art. Small advances that would be obvious to a person having ordinary skill in the art are not considered inventions capable of being patented. For example, the substitution of one material for another, or changes in size, are ordinarily not patentable.

THE UNITED STATES PATENT OFFICE

Congress has established the United States Patent Office to perform the function of issuing patents on behalf of the Government. The Patent

Office as a distinct bureau may be said to date from the year 1802 when a separate official in the Department of State who became known as "Superintendent of Patents" was placed in charge of patents. The revision of the patent laws enacted in 1836 reorganized the Patent Office and designated the official in charge as Commissioner of Patents. The Patent Office remained in the Department of State until 1849 when it was transferred to the Department of the Interior, and in 1925 it was transferred to the Department of Commerce, in which Department it is today.

The chief functions of the Patent Office are to administer the patent laws as they relate to the granting of letters patent for inventions, and to perform other duties relating to patents. It examines applications for patents to ascertain if the applicants are entitled to patents under the law, and grants the patents when they are so entitled; it publishes issued patents and various publications concerning patents and patent laws, records assignments of patents, maintains a search room for the use of the public to examine issued patents and records, supplies copies of records and other papers, and the like. Analogous and similar functions are performed with respect to the registration of trademarks. The Patent Office has no jurisdiction over questions of infringement and the enforcement of patents, nor over matters relating to the promotion or utilization of patents or inventions.

The head of the Office is the Commissioner of Patents and his staff includes several assistant commissioners of patents and other officials. As head of the Office, the Commissioner superintends or performs all duties respecting the granting and issuing of patents and the registration of trademarks; exercises general supervision over the entire work of the Patent Office; prescribes the rules, subject to the approval of the Secretary of Commerce, for the conduct of proceedings in the Patent Office and for recognition of attorneys and agents; decides various questions brought before him by petition as prescribed by the rules, and performs other duties necessary and required for the administration of the Patent Office and the performance of its functions.

The examination of applications for patents is the largest and most important function of the Patent Office. The work is divided among a number of examining groups, each group having jurisdiction over certain assigned fields of invention. Each group is headed by a group director and staffed by a number of examiners. The examiners perform the work of examining applications for patents and determine whether patents can be granted. An appeal can be taken to the Board of Appeals from their decisions refusing patents and a review by the Commissioner of Patents may be had on other matters by petition. The examiners also determine when an interference exists between pending applications, or a pending application and a patent, institute interference proceedings in such cases and hear and decide certain preliminary questions raised by contestants.

In addition to the examining groups, the Patent Office has a number of sections, divisions, and branches which perform various other services, such as receiving and distributing mail, receiving new applications, handling sales of printed copies of patents, making copies of records, inspecting drawings, recording assignments, and so on.

At the present time the Patent Office has about 2,700 employees, of whom about half are examiners and others with technical and legal training. Patent applications are received at the rate of over 90,000 per year. The Patent Office receives over three million pieces of mail each year.

SUPPLEMENTAL
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Unit 12
Lesson 5

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